Background and Objectives of the Project

Background The principal rationales for this project are in the recent political, socio-cultural and socio-economic development in Europe. One current feature in Europe is the increase in in-migration and, thus, the increase in cultural diversity. In many countries, economic decline has most severely effected foreign newcomers and increased their number as recipients of unemployment benefits leading them to dependency on welfare assistance. The risk of immigrants having disadvantaged socio-economic status has been clearly measured and commented upon by many researches. Further, especially alarming factor, which was one of the principal motives for this project, is the current increase in racism, prejudice, and xenophobia in many European countries.

The basic aim of this project was to examine the responses of the educational systems, especially the training of teachers, to the increase in cultural diversity, and to promote cohesion among teacher training institutions throughout Europe in their work in cross-cultural teacher training. Although education alone cannot "solve" the problems in the settling of foreign newcomers, it can be seen as an important means of increasing tolerance and positive attitudes in society. By providing empirically validated knowledge of cross-cultural teacher training, for use of educators and policy-makers, this project aimed to improve the education system to be more responsive to external social and economic challenges, especially those caused by international migration. By bringing together experiences and research outcomes from six countries the project aimed to provide a comprehensive overview of both "absorption" of foreign newcomers and settled minority groups and cross-cultural teacher training in the participating countries.

Education, having far-reaching implications, is a strategically important sphere in striving to provide pupils with equal chances for the future. Numerous international studies indicate that children of ethnic minorities do less well in academic achievement than dominant groups. One aspect especially causing concern is the under-performance of immigrant pupils, and thus their alienation within mainstream education. A key aim of this project was to enhance the educators´ and policy-makers´ understanding about how best to support the settling of immigrants through education and thus help immigrants in achieving equal opportunities and prepare them for life in a Europe which is increasingly becoming more economically competitive.

Objectives The emphasis of the project was placed on the evaluation of higher education institutions which currently train teachers of immigrants and/or settled minority group pupils in Finland, France, Germany, Greece, Israel, and the United Kingdom. These teacher training institutions were evaluated domain-specifically: in relation to the results of respective national settlement policy analyses.

The main objectives of the study:

θ To reach in each participating country agreement with one teacher training institution for conducting the institutional case studies

θ To analyse the migration and settlement policy programmes of participating countries

θ To make an inventory of the purposes of cross-cultural teacher training and goals in the education of recently arrived foreign pupils and settled ethnic minority group pupils in each participating country

θ The teacher training institutions were to be evaluated within these contexts: educational responses in relation to the purposes manifested in the settlement programmes and in school curricula

θ To evaluate the effectiveness of the teacher training institutions for adaptation of students´ relevant cross-cultural competence

θ The evaluation was to be focused on (1) cognitive, (2) attitudinal, and (3) operative competence presented by the students. This evaluation were conducted from (A) cultural and (B) socio-economic perspectives upon integration

θ To disseminate the results of the project to a wide audience of professionals and decision makers in the field of education and training

These objectives were to be realised through detailed responses to the central research question:

Does cross-cultural teacher training succeed in enabling students to obtain the cognitive, attitudinal and operative competence needed to be able to support the cultural and socio-economic integration of immigrants/settled ethnic minority groups?

Alongside this, the project aimed at promoting international communication and devising multimedia educational material for cross-cultural teaching. The sub-project, `Open Europe´ (OE) that was realised via telematic networks, aimed at fostering communication across cultural, ethnic, religious and national boundaries. Consequently, the long term purpose of this project was to strengthen societal harmony and to consolidate European cohesiveness.

Planned activities for the project:

WORK-PACKAGE 1: General theoretical and conceptual framework
Task 1: Preparation and discussion of the theoretical and conceptual framework for the national studies and the institutional case studies.

WORK-PACKAGE 2: Settlement policy analyses
Task 2: Accomplishment of the national studies
Task 3: Reports on the national policy studies

WORK-PACKAGES 3-5: Institutional case studies:

WORK-PACKAGE 3: Students´ cognitive competence
Task 4: Accomplishment of institutional case studies (1st evaluation))
Task 8: Accomplishment of the institutional case studies (2nd evaluation)

WORK-PACKAGE 4: Students´ attitude formation
Task 5: Accomplishment of the institutional case studies (1st evaluation)
Task 9: Accomplishment of the institutional case studies (2nd evaluation)

WORK-PACKAGE 5: Students´ operative competence
Task 6: Accomplishment of the institutional case studies (1st evaluation)
Task 10: Accomplishment of the institutional case studies (2nd evaluation)

Tasks 7 and 11: Reports on the institutional case studies

WORK-PACKAGE 6: The OE sub-project (concurrent with the research project)
Task 12: Implementation of the OE sub-project

WORK-PACKAGE 7: Final reports
Task 13: Final synthesis research report
Task 14: Final report on the OE sub-project

There was no substantial reorientation in the objectives during the life-time of the project. The following changes in the procedure have yet been done.

Task 4-6: Accomplishment of the institutional case studies (1st evaluation)
Owing to the different scheduling in the academic year in the teacher training institutions to be evaluated, the Manchester meeting made a change in the timing of the 1st and 2nd evaluation (affecting also the timing in the OE sub-project). The 1st evaluation started in November 1999 instead of March 1999 as was stated in the Technical Annex (see p. 12), and the 2nd evaluation took place in February 2000.

In addition, changes have been made in relation to the research methods in the Task 6 (measuring students' operative competence). Otherwise, the 1st evaluation was carried out as stated in the Technical Annex.

Task 12: Implementation of the OE sub-project
The name stated in the Technical Annex 'Our Europe' was changed as 'Open Europe'. Besides, the final character of the sub-project was more pedagogical as it was planned in the beginning.

Owing to the change of timing of the 1st and 2nd evaluation, the OE sub-project started on the practical level in the teacher training institutions not in spring 1999 but in the autumn 1999.

TABLE 1: *Planned and completed activities*

Planned Activities	Completed	Deviations
Work-Package 1 Theoretical framework • Task 1: Preparation and discussion of the theoretical and conceptual framework for the national studies and the institutional case studies	completed as planned in the Technical Annex	
Work-Package 2 National Policy Studies • Task 2: Accomplishment of the national studies • Task 3: Report on the national studies	completed as planned in the Technical Annex	
Work-Package 3 Evaluation of higher education institution • Task 4: Accomplishment of the institutional case studies (1st evaluation) • Task 8: Accomplishment of the institutional case studies (2nd evaluation)	completed as planned in the Technical Annex except the scheduling	implementation of tasks 4-6 was postponed with 6 months due to different scheduling in the academic year in the teacher training institutions to be evaluated
Work-Package 4 Evaluation of higher education institution • Task 5: Accomplishment of the institutional case studies (1st evaluation) • Task 9: Accomplishment of the institutional case studies (2nd valuation)	completed as planned in the Technical Annex except the scheduling	see above
Work-Package 5 Evaluation of higher education institution • Task 6: Accomplishment of the institutional case studies (1st evaluation) • Task 10: Accomplishment of the institutional case studies (2nd evaluation)	completed as planned in the Technical Annex except the scheduling	see above
• Task 7: Reports of the institutional case studies (1st evaluation) • Task 11: Reports on the institutional case studies (2nd evaluation)	completed as planned in the Technical Annex	
Work-Package 6 Open Europe sub-project • Task 12: Implementation of the OE sub-project (concurrent with the research Project)	completed as planned in the Technical Annex except the scheduling	due to the scheluling changes in Work-Packages 3-5, the Open Europe sub- project scheduling was also postponed by half a year
Work-Package 7 Final reports • Task 13: Final synthesis research report • Task 14: Final report on the OE sub-project	completed as planned in the Technical Annex	

Description of the Project Results and Methodology

The focus of this study was on the analysis of migration policy programmes and on the evaluation of higher education institutions currently training teachers whose professional futures lies in multi-cultural schools in Finland, France, Germany, Greece, Israel and the United Kingdom. These institutions were evaluated domain specifically in relation to the national analyses of settlement policies in the participating countries.

The six countries were selected because they offered cases that were of great interest and relevance to the present and future of the European Union. Their experiences of immigration differed in terms of the nature and intentions of the migrants, the timing of their arrival and in the legislative and administrative frameworks of the receiving countries. The Israeli partner - being outside Europe - had a special role in the project by reason of the State's unique stand on in-migration. In five of the participating countries, immigration is looked upon as a phenomenon that has an effect on a national population traditionally help to be "homogeneous". In Israel, on the other hand, the immigration of Jews is defined as a means to achieve normality as a nation. Established as a haven for a nation without a territory, Israel has had a policy of promoting Jewish in-migration since it was founded in 1948. In the course of the State's fifty odd years, there have, therefore, been several large waves of in-migration – first from Europe in the wake of the Holocaust, then from Islamic countries, and, most recently, from Ethiopia and the former USSR. The procedures elaborated on and the lessons learned from its successes and failures are of interest to countries with more restricted experience.

All the partners conducted methodologically identical empirical studies to examine the settlement policies and outcomes of higher education institutions. These studies made use of both quantitative and qualitative methods. In every country, we made an inventory of the policy documents, and collected data through closed questionnaires and semi-structured interviews. We carried out qualitative content analyses of policy documents, and analysed the interview recordings by using interpretative content analysis. The data gathered through questionnaires were analysed with statistical tools (factor analysis, t-tests, Pearson correlation).

WORK-PACKAGE 1: General theoretical and conceptual framework

Task 1: *Preparation and discussion of the theoretical and conceptual framework for the national studies and the institutional case studies*

Discussion concerning the theoretical starting points and central concepts of the study started in the initial project meeting in Joensuu 13-15 November 1998 on the basis of a paper presented by the Project Coordinator. The Joensuu meeting set up a Theoretical Expert Team including Dr. Pirkko Pitkänen, Dr. Devorah Kalekin-Fishman, Prof. Gajendra K. Verma and Dr. Nikos Gousgounis to develope the theoretical and concpetual framework for the study. Theoretic-conceptual discussion continued after the meeting through the E.C.T. mailing list 1 (electronic mail).

WORK-PACKAGE 2: Settlement policy analyses

Task 2: *Accomplishment of the national studies*

Methods The national analyses of settlement policies were essential for locating the institutional case studies in context. These studies included analyses of both political and educational responses to cultural diversity: (1) analysis of immigration and policy programmes, as well as their practical implementations; and (2) inventory of the purposes of teacher training and goals in the education of recently arrived foreign pupils and settled ethnic minority group pupils.

We analysed the development of immigrant reception and settlement policies, as well as educational responses to increased cultural and ethnic diversity. The policy-related analyses focused on how the policy-makers and those responsible for immigrant settlement have made their ideological judgements concerning integration and educational policies for immigrants. The policy and educational programmes and documents comprised the empirical basis for the interpretative analyses. In every country, we made an inventory of the policy documents, collected data and carried out qualitative content analyses of the documents.

During the period of November 1998 - February 1999 the Local Coordinators supervised the collection of relevant documents for the policy analyses and the work for the initial reports. The actual work was done by the Project Researchers.

For the further methodological work, the Joensuu meeting set up an Methodological Expert Team including Dr. P. Pitkänen, Prof. G. K. Verma, Dr. K. Matinheikki-Kokko and Prof. Aïssa Kadri. A discussion concerning the national studies continued then through the internal electronic communication system (the E.C.T. list 1).

Task 3: *Reports on the national policy studies*

The draft reports were circulated through the E.C.T. list 1 for all the partners to see. The Manchester meeting, in February 1999, evaluated the progress of the national policy studies and discussed the structure of the final research reports.

At the Manchester meeting, it was decided that there are going to be two channels for publishing the settlement policy reports: (1) the reports for the Commission, and (2) an edited book for policy-makers, educators and other beneficiaries. The Landau meeting decided that the book will be edited by Dr. P. Pitkänen, Dr. D. Kalekin-Fishman and Prof. G. K. Verma. The book *Immigration Settlement Policies and Current Challenges to Education* will be published by Falmer Press (London) in spring 2001.

Immigration Settlement Policies

Results The results of the national settlement policy analyses indicate that, during the 1990s, there was an increase in in-migration in all the countries participating the project. The country-specific experiences of immigration differ, however, in terms of the amount of immigrants, the nature and intentions of the migrants, the timing of their arrival and in the legislative and administrative frameworks of the receiving countries.

Table 2 shows that, besides differences, there are also common features. The migration has been both voluntary (desire for better economic conditions, better overall opportunities, or

greater political freedom) and involuntary (refugees, for example).The migration from the peripheral countries, such as Ireland, Portugal, Spain, Italy, e.g.; along with the migration from Eastern European Countries, particularly from former Yugoslavia and from former Soviet Union characterises the in-migration in many countries. In addition, in several countries, there are increasing pressures from immigration from the other continents. In each country, there is a clear delineation of the kinds of immigrants that can be considered for permanent inclusion, and those whose reception has been seen as contingent.

TABLE 2. *In-migration in participating countries*

Finland	Clear growth in the number and percentage of foreign people during the 1990´s. Yet the amount of foreigners is low (about 80 000; i.e. 1,65% of the population). In the year 2000 the largest groups of foreign nationalities living permanently in Finland: Russians, Estonians, Swedes and people from the former Soviet Union. One of the main causes for immigration to Finland is the collapse of the eastern block (the return of Ethnic Finns from former Soviet Union). The largest groups of refugees come from Somalia, Iraq, former Yugoslavia, Iran and Vietnam.
France	In the latest cencus from the year 1990 there were 4,2 million immigrants in France (7,4 % of the population). The percentage has not changed since 1975. There are seven nationalities in a dominant position amongst the foreigners who live on regular basis in France: three of them from the Maghreb (Algeria 17,2%, Morocco 16,2%, Tunisia 5,7%), three from the EU (Portugal 17,9%, Italy 7,0%, Spain 6,0%).
Germany	1988 – 1996, 2,3 million ethnic Germans immigrated to Germany primarily from the former Soviet Union and the CIS states. Otherwise the main foreign nationalities in 1997 were Turks (over 2 million), former Yugoslavians (over 721 000), Italians (600 000), Greeks (360 000), Polish (280 000), Austrians (185 000), Portuguese (132 000) and Spanish (131 000). Turks, former Yugoslavians, Italians and Greeks made up, in 1997, 51,6 % of the total foreign population in Germany. In 1997, the percentage of foreigners in Germany was 9 % of the total population. The number has doubled from 4,3 /1979 to 9,0/1997 after having gone down to 7,3 in 1991 as an effect of the reunification of the two German states. Although the proportion of foreigners living in Germany has been increasing since 1992, the absolute size of the increase has been decreasing from year to year.
Greece	One out of eleven persons (9 %) living in Greece holds a foreign passport. The wave of foreign immigrants began with the collapse of the East-European Block from 1989 onwards: Albania opened her borders in 1990. There are 540 000 Albanians now in Greece (52% of all the foreigners), 165 000 (16 %) people from other East European countries (Bulgaria, Romania, former Yugoslavia, Russia, Ukraine, Moldavia, Poland). There has been immigration from the third world since the seventies (Egyptians, Pakistanis, Bangladeshis, Africans, Filipinos, Kurds). Also, there are people with Greek origin moving to Greece: Greek Cypriots and Greeks from the former Soviet Union.
Israel	Israel is an immigrant society: there are Jewish immigrants from all over the world. 1948 – 1997 their total number was 2,656 605 people out of the population of 4,6 million Jews, and out of the total Israeli population of 5,75 million. The collapse of the former Soviet Union in 1990 caused a wave of Russian Jews (now over 750 000).
United Kingdom	Immigration Acts since 1962 have ensured that the number of new arrivals have been minimised. Ethnic minority groups taken together amount to over 3 million persons (5,5% of the total population). The major ethnic minorities are the South Asians (Indians, East African Asians, Pakistanis and Bangladeshis) and Chinese and West Indians. In 1999, in the UK, there were 257 000 refugees and asylum seekers.

Britain

In all the countries, the political response to immigration has been conditioned by the history of the country. Post-war Britain, faced with labour shortages at a time of booming demand for its products, turned to the countries of its Empire and Commonwealth. No legal problems were involved. Two Acts, the Imperial Act of 1914 and the Nationality Act of 1948 gave unrestricted rights of residence in Britain to any member and defined any person born in a British Colony or Dominion as a British subject. It was not until 1962 that

legislation (subsequently elaborated and made more repressive) was introduced to exercise some control over immigration into Britain. So powerful was the influence of its imperial past that no records were made of the numbers of immigrants from the Empire and Commonwealth since they were all deemed to be British subjects. Equally, and for the same reason, no provision was made for their reception into British mainstream society. Theoretically, at least, as citizens they enjoyed equal rights and responsibilities with their native-born British peers.

Germany   Since 1949, Germany's approach to people seeking rights of asylum from persecution in their homelands has been extraordinary generosous compared with Britain's record, or indeed that of any other European country. Yet, faced with the same problem as Britain - a shortage of labour at a time of high demand - Germany imported workers, primarily from Turkey, though from many other countries as well. Designated as 'guest workers', the original intention of the officials was that these labourers were to spend two years in Germany. Then they would have been returned to their homelands and be replaced by new entrants. German industrialists objected to this approach because of the high cost of training new entrants; and the upshot was that large numbers of 'guest workers' remained in Germany, were reunited with their families and had children. Since German nationality was restricted to children born of German parents until 1999 when the reform of the law on citizenship was passed, neither the 'guest workers' nor their children acquired German nationality in great numbers as they would have been forced to give up their own nationality. They were, therefore, denied the rights and responsibilities of their German peers.

France   France has always been a country of immigration, and was the first European country to deal with immigrant workers. The immigrants have mainly come from other European countries (Poland, Italy, Spain, Portugal) but also from the ex-colonies: from Algeria, Tunisia, Morocco, Senegal and Mali. In addition, there is a third movement of people of different origins, mainly people from Asia. With the rise of unemployment, which especially concerns unqualified immigrant workers, immigration to some nationals symbolises their own failure to rise within the social hierarchy. A process of stigmatisation has been constructed on the destruction of the labour movement and the backward surge of syndicalism, which formed for the first immigrants a social force of integration. Urban and industrial crises and social downgrading have caused immigration to become a subject for political debates and a symbolic stake; that are symptoms of crisis in the French society. At the same time, as immigration was made difficult by identity pressures, the republican model which had proved to be adequate in the history of integration of a population with European origins, was being tested. The identity demands seemed to have direct consequences. The generation born in France was declared full nationals and citizens, but their parents experienced continuous inequality in the socio-political and cultural system. What had shaped all the integrated generations, caused them crisis from that moment on. Integration, mainly through school, does not work anymore. School no longer appears to be a place for social equalisation. Its fundamental values: equality, secularity, neutrality and positive values in order of reason and progress, are re-questioned.

Israel   Another example of the power of a nation's history to determine its present responses is that of Israel. Israel offers unconditional immigration to Jewish people wherever they may have been born. This privilege is, however, unique to Jews and, for all practical purposes, it is both theoretically and practically impossible for a non-Jew to become a citizen of the state of Israel, except when marrying an Israeli citizen, or when meeting certain restrictive conditions. The birth of Israel as a Jewish homeland and a nation state following World War II makes any explanation of this approach superfluous. At the same time, it must be noted

that non-Jews who lived within the borders of Israel (mainly Arabs) were recognised from its foundation as Israeli citizens and since 1966 have formally enjoyed full civil rights.

Israel's immigration and integration policies are determined by several factors. One factor is the state ideology or national ethos, that is, the definition of Israel as a state that is both Jewish (grounded in particularistic principles) and democratic (grounded in universalistic principles). Another is the perception that Israel is a country under siege, surrounded by Arab states poised for attack. Third is the fact that Israel is an immigration society, and, like other immigrant societies, it consists of groups of diverse cultures. There are Jewish groups stemming from many different countries of origin, an indigenous minority population of diverse religious allegiances (Arabs), and groups defined as foreign workers. An ideology of nation building determines the status and differential settlement policies of each group. The educational ideology is formally one of arithmetical egalitarianism. In their realisation, however, educational policies translate state ideology into treatment, which varies according to each cultural group.

Greece   Greece, locating at the crossroads of Europe, has perhaps the highest proportion of foreign entrants to the country. An estimated 9 percent of the country's residents are of non-Greek origin. This is partly due to the ease of access from countries such as Albania. Albanians are the most numerous of the present immigrants, both because illegal entry is relatively easy and because of the absence of clear policy decisions by the Greek government. These countries have not, so far, imposed vigorous restrictions on immigration.

Finland   Finland's situation presents a different example; its immigrants are relatively few in number and are either refugees under careful control or ethnic Finns returning to their native land. The general aim of Finnish settlement policy is that immigrants are entitled to the same rights and the same treatment as the rest of the population. At the same time, Finland has also adopted the principle of reciprocity - that immigrants can be expected to contribute willingly to their successful integration into Finnish society. In practice, however, there are still many problematic issues, mainly caused by the high unemployment rate among immigrant groups.

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Whatever the historical background of the host nations involved in this study, the reality is that all have experienced substantial immigration of peoples who were significantly different from those of the host communities. Governments facing this reality have had to devise policies to deal with it. Whilst these have reflected the differing circumstances of both the host nations and the immigrant groups concerned, there have been common characteristics. The most significant of these has been our aim to maintain the social and cultural coherence of the host state. Control of the number of immigrants and/or their legal status has been, one way or another, a primary objective. Thus, Germany did not recognise its guest workers as citizens. Similarly, Israel, although it permits foreign workers to enter the country, does not allow children to accompany them and the workers themselves are deemed temporary residents and aliens. Britain, though it has always controlled the entry of aliens, has introduced increasingly draconian legislation to limit the numbers of immigrants from the Empire and Commonwealth countries. These are the same groups who, until 1965, enjoyed free right of entry and abode. The present situation in Britain is one in which primary immigration has, for all practical purposes, come to an end and the entry of refugees is highly controlled. These countries argue that the successful integration of minority groups can only be managed by limiting their numbers.

There is obviously more in maintaining social stability than merely controlling the numbers of immigrants. Policies and practices have to be put in place that have been designed to serve the interests of both the immigrant communities and the indigenous population. For example, it would seem to be self-evident that minority group members should be enabled to maintain themselves and contribute to the state's economic well being. This is not, however, a condition that can always be achieved. Again, the case of Britain is illustrative. Post-war immigrants were drawn to the country from the Empire and Commonwealth to meet shortages of labour that were hampering the expansion of industry and commerce; and to maintain the provision of services in areas such as transport and the National Health Service. From the start, the government was accused of allowing immigrant labour to take jobs away from the indigenous population. As a matter of fact, when the post-war boom came to an end, the new immigrants were the first to be laid off. Then, however, they were accused of being idle and of taking advantage of social security systems.

Currently, there is an on-going political debate within the European Community about drawing up common European immigration policies. This search for a common European approach is becoming even more timely as the mobility of people within the EU countries is being encouraged. Although the increase in in-migration is a reality in all the countries within the project, there are several possible outcomes of adaptation of the newcomers that have been recognised as being successful. In France, Greece, and Israel, the overall aim is unilateral acceptance by the newcomers of the existing social structure and its sets of norms. In Britain and in Finland, the political aims can be characterised as pluralistic, implying that while sharing values and norms of their new host societies, immigrants should have an opportunity to maintain and evolve their unique qualities and capacities. In Germany, the actual political debate implies a greater recognition of the reality of a plural society that has begun to emerge together with a greater acceptance of the policy consequences.

Educational Responses

With its far-reaching implications, education is strategically important in the integration of foreign newcomers into the society of residence. In the countries that have taken part in this project, the precise nature of the ways in which institutions responsible for education are expected to respond to the advent of immigrant populations varies. Factors influencing these variations include the historical contexts of the states, their cultural traditions and the nature, circumstances and origins of the newcomers. The educational responses adopted by the six nations involved here have evolved in widely differing contexts - notably the natures and cultures of the immigrants themselves, the histories of the various nation states which have received them, the economic trajectories of the countries concerned since the arrival of the immigrants. In each country, educational policies represent what are seen as judicious compromises between a disposition to absorb minority children into the educational system as given, and a recognition of the need for some disparate educational treatment. Theoretically, we can distinguish between a broad trend of 'total inclusion' in the educational system for immigrant children; and an alternative trend of 'reserving separation, even segregation'. In practice, however, both trends are at work in all the partner countries, albeit to differing degrees. The differences arise in the decisions concerning which groups are to be 'included' or 'excluded' and about what means are to be deployed.

Britain   In Britain, with the change of government in 1997, a greater recognition of Britain's plural society has begun to emerge. In schools with ethnic minority students, theories of *multi-cultural education* were developed and put into practice. This sought to take notice of cultural diversity and use it as a tool in the education of all children. As such, it was an aspect of the child-centred approach to education that formed the basis of pedagogy,

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particularly, but not exclusively, adopted in primary education. Alongside multi-cultural education, theories of *anti-racist education* were developed, the purpose of which is inherent in the name. A significant and contentious issue that divided academics and government was that of mother tongue teaching. Rex (1986), for example, mounted a strong argument, well-received by those active in the field, in favour of non-English speaking children receiving their education in the medium of their mother tongue with English being introduced in stages as they become more competent in it. In this way, language acquisition would take place within the learning process.

France   The French secular model is unique in Europe as it is both cultural and political (founded on a 1905 law separating the church and the state). A model, which seeks to develop equality in terms of culture and education based on the positivist morality of progress and reason. The state's neutrality theoretically confirmed in religion is coupled with integration and equalisation missions intended to banish the differences assigned to the republican schools.This model is historically constructed according to characteristics by which it is shaped and questioned in light of recent social transformations. One of the essential aspects of the French school system is its strong centralisation based on an affirmation of the unit, the cult of unity at all levels, political, administrative, linguistic, educational, and cultural.

In France, the central power controls, not only the orientation of education policies, but also the school's entire organisation, including programmes, national exams, career orientation and may even include the processes of unification from primary to secondary school and the lack of differentiation of the curricula by establishing a system of national colleges in 1975. It must also be taken into account that the secularisation of teaching does not question the predominant duality of the public-private component of the education system. The state sees itself as a protector of the expression of ideological plurality by recognising in the private sector (with the exception of the absence of Muslim schools) a public interest mission and the right to assemble.

Finally, the claim to universality, which the French refer to as "*the chauvinism of the universal*" as a French particularity, which is not institutionalised but, which is nevertheless the most determining factor, as integrating matrix for all differences, this characteristic defines practically all the political postures and intellectuals who target French integration.

In opposition to the Anglo-Saxon model, of which the example here is expressed by the British partner, based on the recognition of ethnic communities on the basis of the geographic, cultural, and national origins also opposed to a secular model but, nevertheless articulated around blood relations and affiliations like the recently reformed German case expresses. In France the republican model is founded on the basis of individual integration whereby the individual citizen takes precedence over community or religious memberships. The school system based on universal meritocracy appears, in this way, as the main access to the nation, the school's explicit mission is then to develop individual merit independently of social and ethnic origin, to allow the individual to overstep the frame of their familiar and cultural origins, to transcend into a culture of reason considered scientific and socially neutral. Through a confining construction to the mythology of an abstract culture disconnecting the individual from their social and cultural appearance, the school contributes to a unification of both the nation and reason. Membership in the nation requires cultural integration into the world of reason and the abandoning of all relations and affiliations other than that of citizen. The school does not recognise differences that it is capable of abolishing.

It is important, however, to note that since the 1980's, this model of integration no longer functions efficiently. While public school appears, according to the republican tradition, as the pillar of national integration, it is today, influenced by logic of segregation based on social and ethnic polarisation in some establishments, processes of relegation and school failure of certain social categories, endemic violence, and is in a state of crisis. The current situation in France has become an conflict between the old universal model and the new model which advocates adapting to different contexts and populations. This debate is all the more intensified because, as was revealed by an affair regarding the wearing of the veil, the questions of secularity and immigration are both present and juxtaposed. Immigration manifests itself increasingly as culture or religion wherein, behind the demand for religious expression one finds the demand for identity.

Germany   In Germany, the legislative and administrative matters in the area of education do not belong to the tasks of the federal government but mainly fall within the purview of the Länder. This applies in particular to the areas we are analysing, namely the system of general education and the system of higher education. Today's schools do not have a homogenous group of foreign children to deal with, but are confronted with children of foreign nationalities who have very heterogeneous profiles. It is possible to roughly differentiate between three groups: (1) Children, who have been born and have grown up in Germany, can speak German sufficiently, and have only a weak relationship to their parents' home country; (2) Children and adolescents who have immigrated to Germany at an early age (between 1 and 6) do not have a sufficient knowledge of German and so cannot be instructed together with German children right away; and (3) Children who are of school age when coming to Germany and have no knowledge of the German language. At the same time, the number of different countries of origin is increasing. Whereas the percentage of students *not* coming from traditional worker recruitment countries, such as Turkey, Greece, Italy, and Yugoslavia was 13.2 percent in 1982, by 1992 this number had risen to 23.5 percent, and the number is still growing.

Finland   In Finland, the educational policy design for immigrants follows the general design of immigrant policy. The current ideology comprises the following main principles for the education of immigrants: *equality, functional bilingualism* and *multiculturalism*. Equality in education implies that education aims to provide immigrants with the skills and knowledge they need in order to be able to function fully as equal members of Finnish society. Functional bilingualism means that immigrants are to given an opportunity to study either Finnish or Swedish, the official languages of Finland, as well as their own mother tongue. Most of the immigrants begin their studies in Finnish-speaking schools. The teaching of the native language is voluntary, but a part of the daily school programme. The municipality decides in its curriculum how teaching of the native language for immigrant pupils is to be arranged. The teaching aims to prepare children to use their mother tongue in the Finnish context, and to enhance their self-esteem through a command of their cultural heritage as well as to help them learn Finnish more effectively, rather than to prepare these children to return to their native countries. In addition to international schools, there are also some classes where are to be given an opportunity to study either Finnish or Swedish, the official languages of Finland, as well as their own mother tongue. Multiculturalism in education policy is a very vague term which broadly implies in Finnish education policy that the encounter of cultures is to be made an experience that enriches both parties, dissolves prejudices, and increases tolerance in society.

Current responses in Finland indicate a transition from cultural enrichment towards an inclusive multicultural schooling. This new orientation focuses on changes and co-operation at the administrative level rather than on actual changes in the educational practices of

immigrants. In the comprehensive school, the new school legislation will strengthen the status of immigrant children within the mainstream educational system at the comprehensive level as well as in general and vocational education. It will also bring changes towards more locally based decisions in the learning arrangements for immigrants.

Greece   In Greece, a mono-cultural and mono-linguistic educational policy is still the dominant model in most of the cases concerning returning Greeks as well as migrants of foreign origin. The aim of the Greek State is to confront and deal with increasing problems caused by foreigners who are living and working legally or illegally, and who tend to bring their families once their financial condition allows it. The general inclination is to provide immigrants with an education that respects their social, religious, and cultural particularities in combination with an essential Greek language competence. This effort started in Greece not because of increased number of foreigners since 1990, but mainly because of the large number of Greeks returning from abroad after extended periods of residence. Most of them have practically lost their competence in the Greek language.

Israel   In following the evolution of settlement policy and educational policy toward immigrants and minorities in Israel, we found contradictions between the proclaimed goals and the means implemented to attain the goals. What was unexpected was the discovery that these trends are clear both historically – in terms of the implementation of national policy; and contemporaneously ('synchronically') in terms of the attitudes of officials at different levels of implementation of those policies. Over time trends toward the differentiation of curricula and of pedagogies under the heading of 'meeting the needs' of different cultural groups have consistently prevented immigrant children and minorities from making the most of educational opportunities. The recent insistence on privatization and localization of educational responsibility furthers this tendency because educational organizations are increasingly dependent on the community close by, and are distanced from the intellectual – cultural – political center. Sectors that have relatively insignificant access to political and economic resources are deprived of full access to educational mediation, which is the key to social mobility. Furthermore, from interviews with officials of the Ministry of Education we learned that although they deny stereotypical thinking, their interpretation of children's needs discloses unconscious inclinations to stereotype cultural groups.

WORK-PACKAGES 3-5: Institutional case studies

Within the institutional case studies, the educational responses were studied in relation to the purposes manifested in the settlement programmes and in the school curricula. The state of multicultural educational programmes were evaluated, especially in the case of the teacher training institutions that were under evaluation in this project. The decision concerning the teacher training institutions that were under evaluation was made in the Manchester meeting. The Local Coordinators prepared portroyals of the teacher training institutions after the meeting, and the portrayals were circulated through the E.C.T. list 1.

The institutional case studies have been carried out as has been stated in the Technical Annex in other respects but the implementation of the Tasks 4-6 was postponed for half year due to different scheduling in the academic year in the teacher training institutions to be evaluated. Since it was inevitable that the studies were implemented at the same time in all partner countries, the Manchester meeting made a change in the timing of the 1st and 2nd evaluation. In addition, the methodology concerning the task 5 was revised.

The Manchester meeting discussed the methods for the institutional case studies. After the meeting, the discussion continued through the Conference Room (Internet) and E.C.T.

mailing list 2 that includes the Project Coordinator, the Local Coordinators and the Project Researchers.

In carrying out the institutional case studies, we used both quantitative and qualitative research methods. In every country, we collected data through closed questionnaires and semi-structured interviews. The questionnaires were analysed with statistical tools (factor analysis, t-tests, Pearson correlation), and the interview recordings by using interpretative content analysis.

In addition to scientific aims, the project also had practical implications. By bringing students from six countries to interact together within Internet-based computer mediated communication and learning course 'Open Europe', the project aimed at contributing the teacher training institutions to enhance students' multicultural understanding and cultural sensitivity. In practice, the OE cub-project was realised by using electronic email and the conferencing network (via Internet).

This interaction between students was evaluated by the project researchers within the institutional case studies.

WORK-PACKAGE 6: The OE sub-project (concurrent with the research project)

Task 12: *Implementation of the OE sub-project*

The Joensuu meeting set up a Pedagogical Expert Team of Prof. Rauni Räsänen and Dr. D. Kalekin-Fishman with a concern of the practical implementation of the OE sub-project. Prof. R. Räsänen and Dr. D. Kalekin-Fishman discussed the issue through the email list. They both considered the name presented in the Technical Annex, 'Our Europe', as exclusive. The discussion continued through the E.C.T. list 2. On the basis of these discussions, the Project Coordinator decided that the name of the sub-project was to be `Open Europe´. Besides, the final character of the sub-project was more pedagogical than it had been planned in the beginning of the project.

Technically, the OE sub-project was coordinated by Media Producer Veikko Miettinen. Mr. Miettinen started his work on the 1st of March 1999. For the conversation and cooperation of the Tutors in each country the Landau meeting agreed to have a mailing list E.C.T. list 3, which the Media Producer installed.

The sub-project OE was implemented at the same time in every country. The main discussion language was English. In the OE, there were national students groups (with 9-20 students) that delt with international groups. The local Tutors counselled the students' multicultural learning. In addition to students, the Tutors cooperated very closely during the OE.

The total duration of the OE course was ten weeks. Owing to the change of timing of the 1st evaluation, the OE sub-project got started on the practical level in the teacher training institutions not in March 1999, as stated in the Technical Annex, but in October-November 1999.

The number of students within the OE sub-project:

Country	OE students
Finland	13
France	9
Germany	14
Greece	20
Israel	20
UK	15

There were six international groups in the OE that communicated via email and Internet (Chat Room and Conference Room). In every country, there was one (or two) Tutor for the counselling of the students' communication and multicultural learning. The University of Oulu coordinated the Tutors' activities. Ms. Satu Haapanen was working for one month for preparation work during the spring 1999 and for two months during the autumn 2000 for collecting and distributing learning material on the topics for the use of the local Tutors.

The OE course was devided into two sections, section 1 and section 2. All the students took part in the section 1 but only in one of the topics in relation to the section 2. The topics for the groups were:

Section 1: The students introduced themselves and their cultural backgrounds.

Section 2: (1) Communication in a culturally diverse classroom; (2) Conflict resolution in a culturally diverse classroom; (3) Analyses of teaching material and curricula used in a culturally diverse classroom; (4) Assessment in a culturally diverse classroom; (5) Classroom organisation and management in a culturally diverse classroom.

The students worked on these topics in each country through Internet discussions, and the national teams prepared reports about the topics they found most interesting.

The OE course aimed at the students' learning both at attitudinal and behavioural level. The attitudinal approach focussed on the view of the student teachers towards cultural diversity. The basic premise of this approach was that the interaction among student teacher colleagues from different cultures provides information and knowledge with new perspectives of multicultural practices and experiential activities, which increase the chances for valuable insights towards multiculturalism. The behavioural approach focussed more on the student teachers' skills and operative competence in multicultural pedagogy in order to prepare them to work with ethnic minorities and multicultural classes. The behavioural approach presumed that the Internet discussions offer the participants an opportunity to build new diversity-interaction skills, to reinforce their existing skills, as well as to transfer their learning experiences to real-life training situations. While there was no opportunity to observe the teaching behaviour of the students within the multicultural classes, their operative competence and skills were analysed by focussing on how effectively the students were implementing cross-cultural learning processes on the Internet and in the OE course.

WORK-PACKAGE 3: Students´ cognitive competence

Methods   **Tasks 4 and 8:**: *Accomplishment of the institutional case studies (1ˢᵗ and 2ⁿᵈ evaluation)*

Discussion concerning the research design and the common framework started in the Landau meeting. As planned in the Technical Annex, data concerning students' cognitive competence was gathered by the **questionnaire.** The total amount of students that filled in the questionnaire varied between 93-490 (the students within the OE course and the control groups were involved).

The final number of the participants:

Country	Respondents
Finland	181
France	93
Germany	490
Greece	100
Israel	132
United Kingdom	258

The questionnaire was planned and designed in collaboration with all the project partners. The Manchester Team finalised the English questionnaire that formed a common basis for the country-specific questionnaires (see Appendix 1). In principal, the questionnaire was the same in all countries but, due the differences in political and socio-cultural contexts, there were variations in relation to the country specific questions. The U.K. specific parts in the questionnaire were replaced by country specific terms and questions on the basis of the outcomes of the settlement policy analyses. The process of developing the content for the questionnaires was accompanied with a detailed discussion and feedback on the E.C.T. list 2 by the Local Researchers, Local Coordinators and the Main Coordinator.

Every partner had the final questionnaire as a native language version, but it was also translated into English and presented on the E.C.T. list 2 for the other partners to see.

The country-specific implementations and some preliminary results were presented at the Delhi meeting. For the common statistical analysis the Delhi meeting set up an expert team of Dr. Matinheikki-Kokko (person in charge), Dr. Behrens, Dr. Legendre, Dr. Smith, Ms. Paran and Prof. Kadri. After the meeting, the team worked through the internal communication system. Statistical expert from the University of Joensuu was at the disposal of the researchers.

The data gathered by questionnaires were analysed with statistical tools: factor analysis, t-tests, and Pearson correlation (see country-specific research reports, Appendixes 2-7).

WORK-PACKAGE 4: Students´ attitude formation

Methods   **Tasks 5 and 9***: Accomplishment of the institutional case studies (1ˢᵗ and 2ⁿᵈ evaluation)*

Tasks 5 and 9 were carried out by following the procedure stated in the Technical Annex taking into consideration the change of the starting of the 1ˢᵗ evaluation made in the Manchester meeting.

As is stated in the Technical Annex, data concerning students' attitude formation was gathered by the **semi-structured interviews.** The students involved in the OE (9-20) formed the groups of respondents for semi-structured interviews. In addition, there were control groups in each country. The control groups were selected from the original student teacher body who responded to the ECT survey. The control groups were matched as nearly as possibly to the OE groups in size and make up.

The interviews were conducted twice among the OE students; before and after the OE course. The results of these studies were compared with each other. By these means we evaluated the students' cognitive, attitudinal and operative development.

The topics for the country-specific interviews were mainly the same in each country. There were however minor country-specific variations The topics were decided in the Landau meeting. The final questions were presented in the English language version for the other partners to see, but the interviews were carried out in the students' mother tongues All interviews were recorded and transcribed. Interviewing style was structured when seeking answers to the common questions of the ECT study. However, respondents were also allowed to express themselves freely while maintaining the general direction and shape of the interview.

In the first round of interviews, the common questions were the following:

<table>
<tr><td>1.</td><td>You have described yourself as _____ in the questionnaire. Can you give two or three similarities and differences between _____ and people from other ethnic groups. Many people think that people from ethnic minority groups should put their pasts behind them and adjust to become as identical with the same as their Finnish neighbours as possible. How do you feel about this? Do you think that cultural diversity presents problems to the society or do you consider it as an enrichment? (*Interviewer explores concepts of culture and cultural identity*).</td></tr>
<tr><td>2</td><td>What kind of issues concerning cultural diversity do you think you might meet when you are teaching in school?
What kind of skills and knowledge would you think that teachers should have when teaching in a multi-cultural school?
Which of these necessary skills and knowledge do you think you possess?
Is there anything that you would like to find out?</td></tr>
<tr><td>3</td><td>What do you expect to obtain from this project? (OE students)
How do you think it will help you to develop your teaching skills and knowledge?
(*Interviewer explores the student's reasons for wishing to be involved in the project*)
How do you think working with student teachers from other countries during the project will improve your teaching knowledge and skills? How do you think teacher education will help you develop your multicultural teaching knowledge and skills? (Control group)</td></tr>
</table>

In the second round of interviews, these questions were repeated by asking the OE students to reflect their opinions before and after the Open Europe course about each theme. The

focus was on the students' experiences of learning within the OE context. We also used additional questions focusing on the OE students' learning experiences (knowledge, attitudes, skills) within cross-cultural settings.

The interview recordings and Internet data were analysed qualitatively. The coding scheme for the identification of the multicultural attitudes and competencies of student teachers was a result of a content analysis process based on the available data. The scheme was also linked to the theoretical and empirical framework of the ECT study (policy analyses, our work papers). The analyse-process consisted of reflexive collaboration with all ECT partners with respect to concept development and interpretation, in order to increase the comparability of the analyses implemented in each partner country. However, at the same time the students' attitudes and competence were identified by considering also the national differences in the political framework of each country.

The following common research questions guided the analysis of research data in each country:

ρ What kind of attitudes do the students possess towards cultural diversity (before and after the OE course)?

ρ Will there be any changes in the students' cultural self-definition? If yes, what kind of changes?

ρ Do the students think that the OE course with the international telematic network was a cultural learning process for them or not? If yes, did the students' cultural frame expand during the OE course?

ρ Did the students' understanding (cognitive competence) concerning cross-cultural teaching and learning (operative competence) change during the OE course? If yes, did the OE -course develop their competence to teach in a cross-cultural environment.

WORK-PACKAGE 5: Students´ operative competence

Methods   **Tasks 6 and 10:** *Accomplishment of the institutional case studies (1st and 2nd evaluation)*

Tasks 6 and 10 were carried out as it is stated in the Technical Annex with the exception of the change in the timing of the 2nd evaluation made by the Manchester meeting in February 1999. Besides, the Landau meeting discussed the methodology for gathering data concerning students' operative competence. The meeting decided that there is no need to have separate research setting for the operative dimension. Consequently, it was agreed that there will be questions in the questionnaire and in the semi-structured interviews concerning this topic. In addition, at the end of the OE sub-project, the researchers analysed the students' final reports and the literary productions the students transmitted via the Conference Room (Internet). In these texts, the students presented their pedagogical thoughts and experiences of teaching in a multicultural classroom. These analyses were carried out during the spring 2000.

Tasks 7 and 11: *Reports on the institutional case studies (Work- Packages 3-5)*

In February 2000, the Delhi meeting decided to publish an edited book on the basis of the institutional case studies. Discussion of the content and design of the book continued in the Athens meeting. It was decided that the working title of the book will be *Developing Students´ Cross- Cultural Sensitivity.*

In Athens meeting, it was decided that the editorial team for the book will be: Dr. Pirkko Pitkänen, Dr. Devorah Kalekin-Fishman, Prof. Gajendra Verma, and Dr. Florence Legendre. It is intented that the book will be published by Falmer Press by the end of the year 2001.
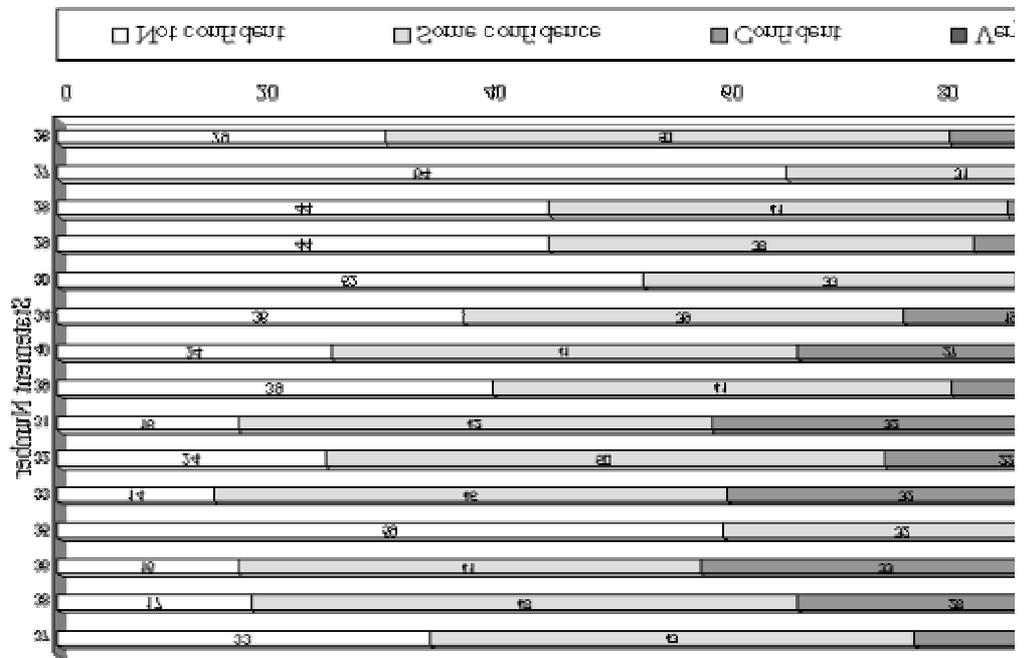
Results　　The effectiveness of higher education institutions was evaluated by relating the educational outcomes to national analyses of settlement policies. The results of the institutional case studies imply that student teachers have adopted overall political and ideological principles expressed in national policy programmes and curricula. Nevertheless, certain ambiguity could be seen within the students' conceptions. On the one hand, in the countries where the goal is unilateral acceptance of norms of the mainstream society, the students seem to have adopted universalistic (or assimilationist) conceptions towards education, whereas in the countries with pluralistic goals, the students seem to support pluralistic educational ideals. On the other hand, however, most of the students, in all countries, had positive attitude towards cultural diversity and pluralism in education (see Figure 3). This ambiguity was seen for example among Israeli students. On the level of generalisation, the students' responses showed that they have positive opinions about pluralism, but when the questionnaire presented specific questions about allowing the full expression of different cultural groups within the framework of the school system, the students expressed strong reservations.

In the project, we sought detailed responses to the question whether cross-cultural teacher training does succeed in enabling students to obtain the cognitive, attitudinal and operative competence needed to be able to support the cultural and socio-economic integration of immigrants/settled ethnic minority groups. On the basis of the research results, it can be said that, broadly, teacher training institutions provide students with the competencies required to function effectively in relation to the goals expressed in the national policy programmes and curricula. However, it must be stressed that, since national policies and curricula vary widely, so also do the nature and contents of the training courses.

The increase in trans-national mobility behooves European higher education institutions not only to review the current policies and practices but also to support the recognition and acceptance of ethnic and cultural diversity. Thus, the basic aim of this project was to generate a better understanding of the ways in which the increase in cultural diversity influences the work of educators. The project also organized and evaluated an Internet-based, computer mediated communication and learning programme 'Open Europe' that aimed to improve students' multicultural understanding and heighten their cultural sensitivity. The OE course was implemented within the context of teacher training in each of the six countries.

According to the research findings, most of the students had a limited understanding of cultural diversity. Neither did they trust in their cultural knowledge. This can be seen in the Figure 1 below.

FIGURE 1. Self-confidence in knowledge possessed by teacher trainees from Finland (FI), France, Germany, Greece, Israel, and the UK (%) (n=1256)

Statements of confidence in knowledge according to the three factors:

I Confidence in Co-operation
37. Strategies to involve all parents in co-operation
38. Working with teachers, parents, and others as an educational team
36. The importance of parental and community involvement in education
35. The development of appropriate assessment practices for culturally diverse student
II Confidence in Antiracist Education
33. The nature and origins of prejudice and racism
32. Teaching strategies to combat racism and prejudice
31. Educational impact of racism and prejudice
39. The meaning of institutional racism in education
40. The professional and ethnical responsibilities of a teacher in a multicultural teaching
    environment
34. Issues related to bias in testing
III Confidence in Multicultural Pedagogy
30. Strategies for addressing cultural bias within the school curriculum
29. Ethnic and cultural bias within the school curriculum
28. Teaching students for whom the official language is a second language
27. National legislation related to equality and multiculturalism
26. Ethnic and cultural diversity in the country

In the countries where the students were in contact with representatives of foreign
cultures on a daily bases, students` self-confidence in their cultural knowledge was
higher. This was the case especially among the Israeli students (see Figure 2).

FIGURE 2. *Mean ratings in self-confidence, across cultures, assessed trainees from Finland, France, Germany, Greece, Israel, and the UK (n*
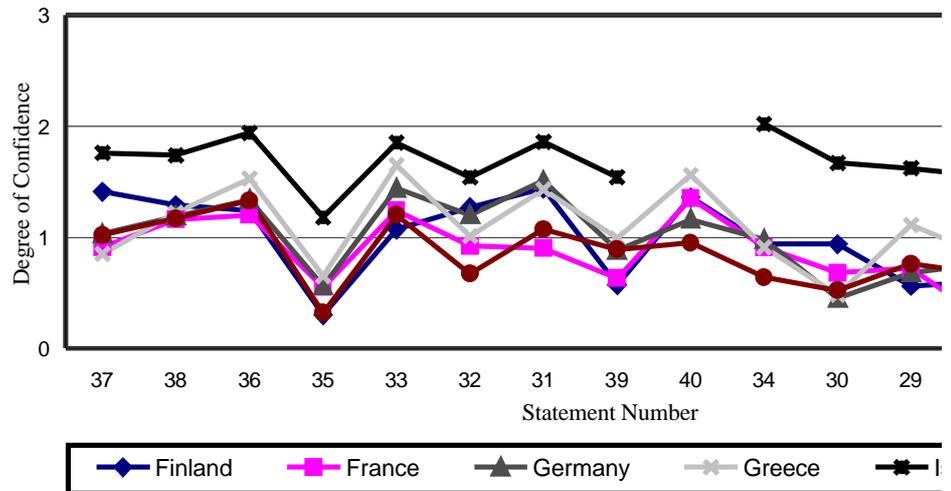
Statements:

37. Strategies to involve all parents in co-operation
38. Working with teachers, parents, and others as an educational team
36. The importance of parental and community involvement in education
35. The development of appropriate assessment practices for culturally diverse student
33. The nature and origins of prejudice and racism
32. Teaching strategies to combat racism and prejudice
31. Educational impact of racism and prejudice
39. The meaning of institutional racism in education
40. The professional and ethnical responsibilities of a teacher in a multicultural teaching environment
34. Issues related to bias in testing
30. Strategies for addressing cultural bias within the school curriculum
29. Ethnic and cultural bias within the school curriculum
28. Teaching students for whom the official language is a second language
27. National legislation related to equality and multiculturalism
26. Ethnic and cultural diversity in the country

Degree of Confidence:
0= Not confident 1= Some confidence 2= Confident 3= Very Confident

Nevertheless, during this project, there was a tendency that the Israeli students who had participated the OE course felt less confident of their knowledge. Propably, this outcome demonstrates that those students were more aware of deficits in their knowledge. Especially low self-confidence in cultural knowledge was recognized among Finnish students. Besides, the Finnish students supposed that students in other countries knew more and were more experienced than them in multicultural issues.

Several factors had an impact on the students' self-perceived cognitive confidence. In all countries, students who had previously had contacts with people with different cultural background, as well as those who had lived or worked abroad, or attended courses in cultural diversity issues, or had gone to multicultural school showed greater confidence in their knowledge on multicultural issues. Further, students who were themselves members of

ethnic minority groups had a higher level of confidence. Finally, male respondents showed greater confidence than females in their cultural knowledge.

One aim of this project was to help students to reflect their knowledge, attitudes and skills for cross-cultural teaching. It was found out that in the beginning of the project, many students were not very conscious of themselves as being products of and embodying a distinctive culture. They often had some difficulty in perceiving the defining characteristics of their own cultural background. The cross-national and cross-cultural discussion and collaboration within the OE course improved the students' ability to cultural self-definition and self-understanding. During the OE course, the students brought up both their positive and negative experiences of intercultural interaction situations. Usually, they talked relatively openly about their own prejudices, trying to become conscious of them. On the one hand, they considered themselves generally tolerant, on the other hand they were afraid of having ethnic and cultural prejudices.

In general, the students emphasised the importance of tolerance and positive attitude towards multiculturalism (see Figure 3).

FIGURE 3. *Attitudes towards multiculturalism among teacher trainees from Finland, France, Germany, Greece, Israel, and the UK (%) (n=1259)*
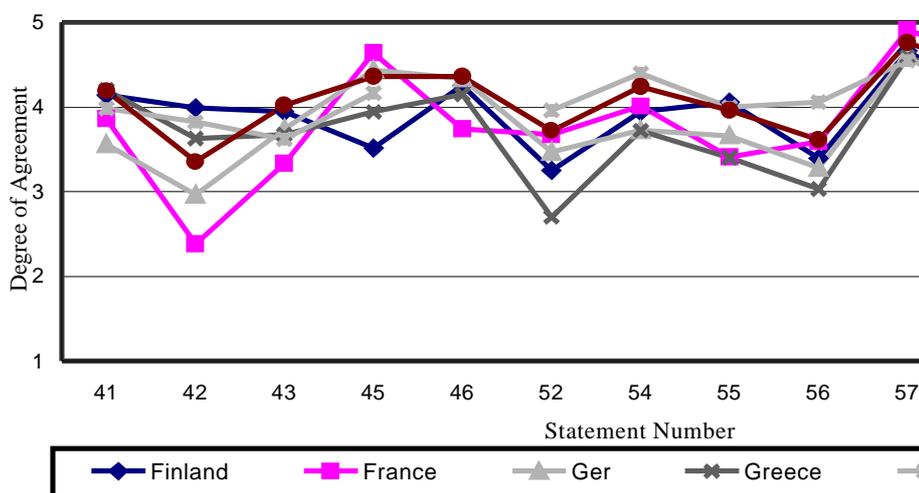
Statements:

41. Minority groups should be encouraged to retain their languages and cultural traditions
42. Schools ought to support the retention of minority languages through a necessary provision within timetable
43. Schools ought at least to support minority language retention through extra-curricular provision
45. If minority students are to do well in the education system in the country, it is important that they master the official language of the country
46. The provision of bilingual support would help young ethnic minority children make the transition from home to school and help them to get a good start in their education
52. Minority communities are discriminated against in the host society and institutions
54. It is important to have government legislation forbidding racism
55. Society`s institutions need to change so that they better reflect diversity
56. Racism is a major problem for students in schools today
57. All students should have a fair chance to succeed in their education, regardless of their backgrounds
58. Schools ought to be effective in addressing the educational needs of minority students
59. It is important that the teaching profession represents the racial, cultural and linguistic diversity of society
60. Schools should seek to develop students` appreciation of racial and cultural diversity

In general, the students emphasised the importance of tolerance and positive attitude towards multiculturalism. Most of the students agreed with the statements that can be characterised as pluralistic. The majority of the students supported immigrants' equal membership in the host societies. Over 70 per cent of the students (n=1259) strongly agreed with the statement "All students should have a fair chance to succeed in their education, regardless of their backgrounds". Most of the students supported racial, cultural and linguistic diversity, and at the same time, they emphasised demands that immigrants are also expected to respect the mainstream culture of the country of residence. The majority of the students thought that it is very important to take care that the minority pupils master the official language(s) of the host country.

FIGURE 4. Mean ratings in attitudes towards multiculturalism, across cultures among teacher trainees from Finland, France, Germany, Greece, Israel, and the UK (n=1259)

Statements:

> 41. Minority groups should be encouraged to retain their languages and cultural traditions
> 42. Schools ought to support the retention of minority languages through a necessary provision within timetable
> 43. Schools ought at least to support minority language retention through extra-curricular provision
> 45. If minority students are to do well in the education system in the country, it is important that they master the official language of the country
> 46. The provision of bilingual support would help young ethnic minority children make the transition from home to school and help them to get a good start in their education
> 52. Minority communities are discriminated against in the host society and institutions
> 54. It is important to have government legislation forbidding racism
> 55. Society`s institutions need to change so that they better reflect diversity
> 56. Racism is a major problem for students in schools today
> 57. All students should have a fair chance to succeed in their education, regardless of their backgrounds
> 58. Schools ought to be effective in addressing the educational needs of minority students
> 59. It is important that the teaching profession represents the racial, cultural and linguistic diversity of society
> 60. Schools should seek to develop students` appreciation of racial and cultural diversity
>
> Degree of Agreement:
> 1= Strongly disagree 2= Disagree 3= Neither 4= Agree 5= Strongly agree

There were, however, country-specific variations concerning the students' attitudes towards cultural diversity. Figure 4 indicates that especially French and German students expressed opinions that can be assimilationist by character. However, they rather emphasised linguistic than cultural uniformity. It should be noted that also the British students regarded it as important for ethnic minority pupils to be able to speak English. At the same time, in each participating countries, most of the students agreed with the statements like "Minority students should be encouraged to retain their languages and cultural tradition" and "Schools ought to be effective in addressing the educational needs of minority students". Sometimes, phrases like these made the project researchers to raise the critical question whether the students with a limited own experience in multicultural teaching expressed what they thought teachers were supposed to think.

According to the findings, ethnic minority students had a more positive attitude towards multiculturalism. This was an expected response, the result of their personal experiences. Those ethnic majority students who had previous contacts with ethnic minorities or who had lived or worked abroad had a more positive attitude towards recognising racism and multi-cultural issues. Further, students who had previously attended courses in cultural diversity issues and female respondents had more positive attitudes towards multiculturalism.

In general the experiences in all the countries demonstrate that student teachers are interested in multicultural pedagogics. It was interesting to note, that this was the case especially in the countries where multicultural education is regarded as marginal. One explanation for this is that those students factually do need additional training. It was found out in the project that most of the students did not trust in their multicultural teaching skills (see Figure 1). This was a common experience in all the countries - except Israel. Particularly, in the beginning of the project, the Israeli students were convinced that they understood multiculturalism in education and that, except for negligible details, they know how to deal with it in the school system. As explained above, there was, however, a clear tendency toward attitude change among the Israeli students. The OE course seems to have

been instrumental in demonstrating to the students that a multicultural pedagogy is a far more complex topic than they had thought at the outset.

Instead, in the countries with pluralistic educational aims, the students were more aware of the manifold challenges and requirements of culturally responsive education. Thus, in Britain and Finland, many students did not trust in their multicultural teaching skills, although the research results show that, especially in Britain, teacher training can provide students with the operative competencies required to function effectively in multicultural environment.

Country-specific results

Finland   All the Finnish students expressed their contribution to the multicultural policy of the country. There were no differences between the OE students and the control group in their attitudes towards multiculturalism. The students' support for cultural diversity was motivated most often by moral and social demands. They emphasised the positive effects of cultural diversity on the Finnish population, such as an increased multicultural understanding, and opportunities for learning from one another. The Finnish culture and way of life will be enriched while '*We will notice that things can be done in a different way, that our own way is not the only one.'* Nobody opposed the growth of immigration, and one of the students stated: ´...*Finland is not meant for Finns only, there's plenty of room for others, too.´* Thus, all the students expressed themselves on belonging to a *self-confident majority* who had no fears of accepting cultural minorities in the country.

In accordance with the Finnish multicultural policy, the students emphasized the immigrants' *equal membership* in a society. The argument was motivated, for example, by moral demands in the following way: *My view of an ideal society, would be a society where sub- and dominant cultures would not exist, there would be differences which would be accepted.* Legal demands were also considered. The respondents in both groups (control, the OE group) emphasised that each individual should have the right to their own ethnicity and it should be supported by the native language education or opportunities for their own ethno-cultural celebration. Ethnic minorities should also have the right to choose their own individual acculturation modes within the host society. The students expressed their social and legal demands for multiculturalism, however, generally by using the language of 'universalism' and integration. This means multiculturalism for all, the golden way of mainstream policy and compromises, as opposed to a particularistic approach where minority groups' own cultural rights are emphasised and advocated.

At the same time, however, the students often emphasised in their legal and social demands that immigrants are also expected to show respect for the host culture in the public domain of life. The Finnish Romanies were most often criticised by the students because they did not respect the common rules and norms in the society.

The students´ self-perceived confidence was measured among the whole group as well as among the OE group. The development of OE students´ self-perceived confidence in their knowledge of multicultural education was assessed both before and after the OE course with 15 statements. One goal of the OE course was to empower student teachers to feel confident about themselves in relation to multicultural issues, and to have clear conceptions and expectations of multicultural teaching and the competence required.

The first thing to be noted was the interaction between multicultural training and confidence. The students' self-perceived confidence reflected their participation in the courses about

cultural diversity in all factors of confidence. Those students who had participated multicultural training courses were more confident of their knowledge of cooperation, antiracist education and multicultural pedagogy than student teachers without any multicultural training. The participants had improved their sense of confidence in multicultural education through direct and socially mediated training experiences better than through self-directed multicultural studies. The multicultural training courses improved especially the participants´ cultural knowledge base and this knowledge improvement was mediated also to their confidence and attitudes. Secondly, the self-perceived confidence of participants increased generally during teacher training, but not statistically significantly as it did during special courses in multicultural training. Thirdly, the participants´ confidence in multicultural pedagogy was also increased through their experiences in living abroad and fluency in languages.

The analyses of interactions between knowledge base and self-perceived confidence aimed to answer the question of the kind of knowledge that affected the student teachers´ confidence. Three kinds of sum scales were counted in the analyses: knowledge of ethnic statistics in Finland, knowledge of cultural facts, and knowledge of the Finnish integration law. The high number of missing values was also considered when counting the Mean values of knowledge base. The knowledge of the Finnish integration law and its implementation was the best predictor of positive effect on the Finnish participants´ confidence in all factors: in cooperation, in antiracist education, and in multicultural pedagogy. Integration knowledge was mediated also to the participants´ attitudes increasing their support for multicultural and multilingual education. However, only 18 per cent of the participants had perfect knowledge of the main aspects of the Finnish Integration Law (1999) when it was coded either correct or incorrect.

In Finland, all the participating student teachers defined themselves as ethnically Finnish. On the one hand, the students emphasised how important it was for them to be Finnish, on the other hand many of them still considered themselves citizens of the world (they had travelled a lot and lived abroad). The students also underlined the importance of knowing the cultural background of minority pupils in teaching. Most students thought that one should see the pupils both as individuals and as representatives of their culture. They also emphasised co-operation with immigrant parents and the knowing of everyday life in the families, which they think would deserve more attention in teacher training.

Finnish students had only few personal experiences of learning or teaching in a multicultural learning context. Therefore, one common feature was their insecurity on all three dimensions of the competence: knowledge, attitudes, skills. Instead, they supposed that the students in other countries knew more and were more experienced than them in multicultural education.

The students' own experiences of the practical work as a teacher in a multicultural class tended most often to improve the self-reflective learning among students. However, only few student teachers had an opportunity to learn self-reflection based on their own teaching experiences. Therefore, in their reflections of cross-cultural practices, the students typically recalled the actual situations that they had observed, for instance, during the practice period in the multicultural class. Generally, the reports were more like descriptions about what external features are taken into account, from the viewpoints and interest of the immigrant pupils, their parents, and others involved in the multicultural learning settings. Nevertheless, the following example indicates the active role of student teachers´ own thinking in learning competence and their aims to foster change in the practices.

When the students were asked about cultural diversity in the school context, many of them criticised that multicultural issues are not considered in some Finnish schools and practice. According to the student teachers, all education is culturally bounded, such as materials and curricula. Therefore, they considered that Finnish schools should be able to create something new in order to be able to respond to cultural diversity.

The Finnish students brought up both their positive and negative experiences of intercultural interaction situations. In general they talked relatively openly about their own prejudices, trying to become conscious of them. On the one hand the students considered themselves generally tolerant, on the other hand they were afraid of having ethnic and cultural prejudices.

In practice, the students had no contacts or friendly relations with members of settled ethnic minorities such as Romanies. Nevertheless, the students emphasized the importance of an open mind and attitude for a teacher teaching pupils that come from another culture. Phrases like this concerning the tolerance of teachers raise a critical question whether it was a natural free way of speaking out one´s own ideas or professional language-games of multiculturalism! In other words, the students with limited experience of multicultural teaching expressed what teachers were supposed to think about multiculturalism.

The development of the students´ operative competence was analysed in the light of their self assessment of cross-cultural interactions as well as by recognizing their performance as a function of cross-cultural contextual demands, such as their skills in handling a particular cross-cultural learning situation related to the five main topics of the OE curriculum.

In the second round of the interviews the OE students reflected their learning experiences most often by recalling some of the actual events in the OE course, such as the questions they or the others had expressed in the Internet discussions, or the experiences based on practice and expressed by themselves, or by their partners in other countries. However, only few of the students gave some detailed descriptions of the role of their own thinking and the increased self-awareness as an outcome of the particular situation they described. Instead of self-reflective assessing of their learning process, the students reflected the problems faced in the OE discussions at a concrete level by considering the external features of the situations. In other words, they preferred to focus their attention at the contextual issues, emphasising and criticising the role of external context for learning. This suggest that they approached the learning situations as something outside themselves and themselves not as actors.

Although the Finnish students emphasised the need for practical experiences in cross-cultural teaching, these were lacking among the majority of the students. Therefore, the students' own competence learning was based mainly on the observed performance of experienced teachers, on the discussions with them and with the other OE students in Finland and other countries. The vicarious learning of the student teachers seemed to be effective when the students had an opportunity to meet cross-culturally competent models. The critical question here is, how effective this vicarious experience is as the sole source of information about cross-cultural operative competence. Seeing the experienced teacher perform successfully raised competence expectations in the student teachers, who then judged that they would like to possess similar capabilities to master comparable activities in cross-cultural assessment, communication or in producing material for culturally different students.

France	The historical and political context of the French school system has direct implications on the training of future teachers. As the school must be universal, it is not to distinguish one student from another. If the introduction of rethinking of the approach to different cultural origins in terms of teaching practices, going on twelve years now, has broadened the debate, there are still no concrete repercussions in teacher training institutes. Today at the IUFM institutes, intercultural training of any form or title (intercultural training, intercultural communication, etc.) is at best discrete and at worst non existent.

This research demonstrate, firstly, that the students tend to have a very limited understanding of cultural diversity, even though that they are in contact with it on a daily basis. Knowledge of others who are culturally different remains an accomplishment of few. However, there is still a large demand for this type of training. All the trainees interviewed viewed intercultural training as a necessity.

The form that this type of training should take is still the subject of debate, fundamentally based on what intercultural training should cover. The French trainees, at the end of one year of theoretic and practical training, agree that intercultural training should be defined in the largest possible sense, taking into account not only cultural differences linked to ethnic origin but also those linked to sex, social origin or regional origin.

In large, the OE course achieved its goal of sensitising participants to cultural differences. The future teachers affected by the project no longer appear indifferent or neutral. Both the training and the study led to rise in consciousness among the trainees, they seemed to have integrated a certain reflex that allows them to rise above appearances and understand the cultural background.

The initial goal of the E.C.T. project was reached in part for the sole reason that awareness of the cultural dimension of good communication as primer to increased reflection on the pedagogy for the treatment of differences with a view to integration was heightened, even though many of the technical aspects need to be improved. Undoubtedly, the transmission of cognitive and operational competencies, attitudes, to trainees in order to improve the socio-economic integration of minority groups seems like a very long term project pivoting around a policy of global integration. However, the work undertaken here clearly shows that as much as the question can be raised for discussion and the certain players of the integration processes are concerned, associated, made conscious and educated, the cultural distance considered as obstacles to integration can also act as resources to promote it.

Germany	The research results in Germany indicate that the majority of students is insufficiently informed of the situation of migrants in Germany as well as of the current legal situation. Only a minority gave correct answers when questioned about the percentage of foreigners and the largest minority group in Germany. Almost 85 per cent of the students overestimate the percentage of foreigners living in Germany.

According to the self-perceived confidence in knowledge of multicultural education, the students did not feel very confident of their knowledge of multicultural education. They especially show low self-confidence regarding their "operative knowledge of education, curriculum and performance assessment" whereas their confidence regarding their "theo-retical knowledge of fundamentals and strategies" as well as insight into the "necessity of openness and co-operation" tended to be higher. Several factors had an impact on the self-perceived confidence of the students. For instance, a higher self-confidence can be ascertained in students who had previously attended courses or seminars on the topic,

students of non-German origin, male students and students who had contact with people of other origin or culture.

Participation in the cross-cultural teacher training or the seminar "Open Europe" did not have a significant effect on the student's knowledge or self-perceived knowledge of multicultural education. Nevertheless, there was a non-significant tendency that the students who had participated in the courses felt less confident of their knowledge. Probably, this outcome indicates that the students were more aware of deficits in their knowledge.

Regarding attitudes and opinions concerning cultural diversity, it can be said that the students were sensitised to existing racism and xenophobia problems and towards a support of multicultural and integrative pedagogy. Items that stated that pupils from ethnic minorities should be treated equally were agreed strongly, whereas items in which existing problems were denied were disagreed by the majority of the students. For the following groups of students, the attitude towards multicultural pedagogy and the strategy of integration is significantly more positive than for other groups: female students, students who had previously attended courses or seminars on the topic, students who had previously lived abroad and students of non-German origin. There was no indication that the attitude of students having participated the course "Open Europe" had changed either significantly or at least in a tendency.

Concerning the students' self-definition, most of the students interviewed identified themselves with the 'German' group. Concerning the answer patterns regarding self-definition, it can be emphasised that only 13 of the 28 participants at the first measurement had no problems answering the question. A comparison of the statements regarding identification with an ethnic/cultural group in all surveys (questionnaires and interviews) showed that only five of the 28 students gave identical answers in all; sometimes in different chronology, but nevertheless identical. Three students changed their identification from 'German' to 'European' or from 'European and German' to 'European' only. All of these three were in the OE group.

Concerning similarities and differences between various ethnic groups, it is important to say that most of the students that were interviewed had difficulties answering the question. Most students answered reluctantly, wanting to make sure they were not misunderstood and wanting to be politically correct. The common factor mentioned most often between the ethnic group of one's own and the one of another group was the affiliation with a religion. The description of differences was given in a general and value-free way in most cases, meaning that the differences were on a more descriptive level than on a normative-evaluating one. It can be noted that both groups only gave a few additional answers in the second measurement, whereas members of the OE group, however, did give more altogether, both for differences and for similarities. However, there was no deepening or a more differentiated view to be noted.

Attitudes towards integration seemed to be unequivocal: The participants either answered with "No, they should not give up their own culture", which represents a more pluralistic tendency, or they answered "No, but not in general", which represents a pluralistic concept with aspects of an assimilation concept: 21 of the 28 participants thought that members of other ethnic groups should not give up their culture, but then made restrictions. Seven participants answered the question with a distinct "No", demanding no adaptation to the culture of the majority. Six OE group members and only one member of the control group shared this opinion. Similar demands were made in the second measurement.

Concerning students' attitudes towards multiculturalism in general, one can see a tendency towards a multicultural society; however, the participants were well aware of problems which can arise; they described those possible problems. It is striking that the number of possible problems is rather small. Did the attitude towards the concept of cultural diversity

change after participating in the OE seminar? Here, one can clearly see a shift in the attitudes: While before the seminar, only six of the OE participants viewed a multicultural society rather as an enrichment, this view is shared by eleven people after the seminar.

Within the assumed difficulties concerning cultural diversity in the classroom the statements dealing with the differences within the group were named most frequently with regard to clothing, festivals and food and to the possible results of teasing or raising questions. Secondly, language or lack of communication possibilities and understanding was seen as a problem. The possibly arising problems mentioned range from intolerance and communication problems to teachers' lack of competence or curricular particularities. It is prominent, however, that the number of statements here is not very large and that over half of the assumed problems refer to the two subjects 'Differences' and 'Communication problems'. It is noteworthy that in the second measurement, two new categories were added and that three seminar participants now assumed that communication and comprehension problems (not caused by different languages) could occur, but that this was not mentioned by the control group. The newly added subject of 'Essay topics' was named by two seminar participants, e.g. the problem of having a culturally heterogeneous class to write an essay about Christmas when there could be children in the class whose families do not celebrate Christmas.

Greece   All the Greek teacher trainees expressed their contribution to the multicultural policy of the country in both rounds of interviews. Cultural diversity was mostly considered as a moral but also social challenge. Hence, students emphasised the positive effects of cultural diversity on the Greek population, such as an increased multicultural sensibilisation in education and society and opportunities for learning from one another in the everyday co-existence. They insisted on the possibility of the Greek society to "catch the train " of the new era through the fruitful cooperation of native Greeks with the "interesting Others". Currently, however, the public opinion in Greece manipulated greatly by mass media is not optimistic and considers the massive presence of foreign pupils in the Greek schools as a priori threat for Greek society.

The meaning of the term 'multicultural education' was known only by few students (3) who chose the relative lesson among the items taught in the pedagogical and pre-elementary school faculties at the University of Athens. The rest of the 17 students had no chance to select this lesson with the exception of three more undergraduates of pre-elementary education (2) and pedagogics (1) who could choose it in the coming years of their studies. As pupils, these students had attended schools that had not minoritarian or immigrant pupils. Consequently they had no experience or knowledge to discuss items such as how the language and the culture of the immigrants could be taught. For this reason the aim of the students in the OE programme was not the acquirement of qualifications relative to the problem since most of them ignored its very existence, but their information for topics of education related to the general racist phenomena that increases in the Greek society as is described mainly by the media. Also, a second important aim was to communicate with foreign students interested in the analogue topics and to exchange opinions and to understand better their motives as a reflexion of their cultures.

The research results show that Greek trainees know foreign cultures quite well. They knew what is the major foreign ethnic group in Greece fairly good (93 %) but they did not know that well the percentage of population precising themselves as non-Greeks (47%), and even less familiar they were with the amount of Greek population after the 1991 census (42%). Male student teachers were better informed than females in general, and the OE students were better informed on the questions concerning minorities and foreigners. Paradoxically, however, the OE trainees knew less than the control group the exact

population of Greece. That indicates that sensibilisation towards cultural diversity, as it happened to the 20 OE trainees, gave positive results concerning knowledge on national minorities.

Concerning the questions related labour abroad and co-labour or games with foreigners, data show that the students have been socialised with foreigners more in Greece than abroad. Male respondents were in a better stand than females in general, and the OE students were better in all three relative questions. That proves that knowledge acquired from everyday life, work or studying abroad was better among the OE trainees than in the case of other students, and maybe this could help them in further sensibilisation after their return in matters concerning the "vision of the others".

According to the research results, the self-confidence of Greek students increased during the OE course. This result implies that communication is an important qualitative and not only the quantity of acquired information.

During the OE course, the students learned how to evaluate racism and xenophobia problems in learning environments, like in a school class, and how to invent practical ways of overpassing problems such as class conflicts and class organisation. After noticing some examples of good adaptation and integration of immigrant pupils in the class, they became more optimistic than before about the future of multicultural education and its results to the aim of helping different cultural backgrounds to coexist and to communicate with no prejudices and stereotypes.

The trainees recognised a number of problems arising from the coexistence of multiple ethnic groups but seemed to tolerate the cohabitation even in the case of members of distinct ethnic groups and different religions. In conclusion, the OE students were aware of their prejudices and ethnic stereotypes as transmitted through the educational system but hoped that the coming era of better human communication and multicultural contacts will enable them to overpass these standards. Also they were hopeful that education will change its views practically because of the inavoidable "evasion" of foreigners in the country. No one expressed a wish for separation or ghettoisation of the newcomers, on the contrary, all were hopeful that the dynamic hosmosis of native population with foreigners would be beneficial for both. This spirit of internationalisation highly promoted by the so-called "globalisation" as is propagated by the media, takes rather the dimensions of a cultural phenomenon in the minds of the students representing the younger generation and not of the financial consequences of such a cohabitation.

Israel   In Israel, the questionnaire enabled the researchers to discover the ambiguity with which students of education approach pluralism. On the level of generalization, the students' responses show that they have positive opinions about pluralism, but when the questionnaire presented specific questions about allowing the full expression of different cultural groups within the framework of the school system, the respondents expressed strong reservations. Yet, in the large, Israeli students of education were convinced that they understand multiculturalism in education and that, except for negligible details, they know how to deal with it in the school system. These contradictions made it imperative to carry out open interviews – it was important to clarify what the students meant by the divergent attitudes accompanied by a demonstration of pride in their knowledge.

Interviews with the students at the start of the Open Europe project disclosed more confusion. Students had difficulty in clarifying their own cultural identity; they had just a few general ideas about what was meant by a multicultural pedagogy. And they were thoroughly

imbued with enthusiasm to teach the student partners in the other countries about all the things that Israelis know. At the end of the course, there was another interesting contradiction. Apart from having enjoyed the course immensely, the students were not at all clear about what they had actually learned. Yet in responding to questions that they had been asked at the start of the course, there were significant changes.

θ They understood the complexity of their own culture better.
θ They could describe multicultural pedagogy in great detail.
θ They related to students in other countries with greater understanding even though they complained that they had had too little communication with them.
θ They related to the topics they had studied on the internet and could point out the contribution to their professional and to their personal development.

Again, a novel contradiction was disclosed here. Although the students praised the course most especially because it was 'different' from the usual lecture and pleasant because of the methods that the tutor implemented; the responses to the interview showed that they had made progress in the very domain that the course was designed to serve – the domain of acquiring cross-cultural competencies.

There were clear tendencies toward attitude change among the students in the group. Students who took part in the OE course demonstrated some moderation of 'certainty' of their knowledge in the post-test. A larger proportion of the group were willing to admit to being only "a bit certain" in relation to their knowledge about topics such as: how to integrate pupils for whom Hebrew is not their mother tongue, how to compile tools for evaluation in a multicultural classroom, as well as how to develop pedagogical methods to combat prejudice. The course seems to have been instrumental in demonstrating to the students that a multi-cultural pedagogy is a far more complex topic than they thought at the outset.

The UK
In the United Kingdom, the analysis of items in the knowledge sub-section addressing the confidence the respondents had in their knowledge of cultural diversity issues as applied to education produced three reliable factors. Teacher trainees who were themselves members of ethnic minority groups had a higher level of confidence in their knowledge of anti-racist education, of cooperation, and multi-cultural pedagogy than the norm. Whilst, as has been seen, they would have been educated in schools in which, under the 1988 Act, multi-cultural education would at least have low priority and at worst was actively discouraged, there would nevertheless have been a surviving tradition of multi-cultural education.

Similarly, respondents who had attended a multicultural school showed more confidence in their knowledge of anti-racist education and multi-cultural pedagogy. As above, a tradition of these issues was likely to survive, even under the unfavourable conditions that prevailed. Indeed, it would be not unreasonable to assume, that the realities of teaching and learning in such schools made their survival a professional necessity.

Respondents who had previously attended courses in cultural diversity issues similarly showed a greater confidence than the norm in their knowledge of anti-racist education, cooperation and multi-cultural pedagogy. Unfortunately, the data obtained did not include information on where these courses were attended but it seems probable that they were not part of their formally required state education. The assumption must be that it was part of their personal preparation for teaching in multi-cultural schools: it will be recalled that of the whole cohort of 258, 183 (71%) expressed a wish to teach in such schools.

Respondents who had lived or worked abroad showed a greater confidence in their knowledge of multi-cultural pedagogy. It can only be a latter of regret, but not of surprise, that this should be so. Male respondents showed greater confidence than females in their knowledge of anti-racist education. No explanation can be offered for this except gender difference. Female respondents, in turn, had a more positive attitude towards multi-cultural awareness. No explanation can be offered for this other than gender difference.

Ethnic minority respondents had a more positive attitude towards multi-cultural and multi-lingual awareness. This would be an expected response, the result of their personal experiences. It may well be that these experiences were the sharper as a result of Britain's official policy of denying them mother tongue teaching or language maintenance in schools. The importance of language in the transmission and maintenance of culture from one generation to another scarcely needs emphasising here. It is almost certain that these respondents were second or third generation immigrants to Britain. The experience of their families from the time of their arrival has been that their cultures and languages have been seen as alien and undesirable. Of course, there have been no overt governmental attacks on them: they have not been prescribed as in the satellite nations of the USSR or other despotic states of the twentieth century. The fact remains that the whole strategy, underpinned by legislation and administrative action, adopted by successive governments in the UK has been based on the tactic of dividing one generation from another through a school system which was not encouraged to recognise their cultural imperatives. The publication of the Report of the Swann Committee in 1985 was a real opportunity offered to government to adopt a process of 'education for all' whilst at the same time recognising difference. Its recommendations were ignored virtually in their entirety with the consequences that this study illuminates.

Respondents who had previously attended courses in cultural diversity issues had a more positive attitude towards recognising racism and multi-cultural awareness. Where there is no provision in schools for recognising and respecting other cultures and no anti-racist education, such a result seems inevitable. Further, respondents who had lived or worked abroad also had a more positive attitude towards recognising racism and multi-cultural awareness. The comment above applies equally here. It is also a commonplace that people observe more clearly and often with greater understanding when placed in social contexts removed from their normal circumstances.

Respondents who had previous contacts with ethnic minorities had a more positive attitude towards multi-cultural and multi-lingual awareness. As noted above, newly arrived immigrants tended to form local communities and this general pattern has tended to persist. The reasons for this are complex but, essentially, the early settlers went to where there was work in the UK. Different groups were under various pressures in their search for houses. Some of these pressures arose from their circumstances at the time. For example, the first wave of immigrants – those from the West Indies – arrived as entire families. Their needs were for houses to accommodate those families and, with limited means, they needed rented properties. These needs were most commonly met from houses owned by Local Authorities and those that were made available to them were of a kind and in areas that indigenous white families wanted to leave. Local Authorities, at the time, had administrative rules which gave housing priorities to existing residents, the effect of which was to make it very difficult for people dependent on Local Authority housing to move from one part of the country to another. Thus, groups of West Indians were trapped in certain areas by administrative procedures and tended to remain there because group solidarity provided a sense of protection against the overt and covert racism that surrounded them. These nuclear groups formed a pattern that has tended to survive to this day.

For other ethnic groups other pressures, some internal, some external, resulted in the same overall patterns. Pakistani and Bangladeshi immigrants also settled in regions of Britain where there was work for them. They also had, and retain, family and marriage customs which have encouraged them to form very tightly-knit communities of families living very close to each other. The results of these patterns, laid down in the early days of immigration has been that the majority of white Britons have had little real contact with people of ethnic minority origin and have little understanding of them or the cultures which they personify. This lack of contact is not merely the result of geographical separation. Clearly, white Britons living in areas where people of ethnic minority origin are rare or non-existent they are unlikely to meet them. It is equally the case that, where communities of differing ethnicity live in close proximity, social contact is less than common. The only places where social interaction is common are in schools and institutions of further and higher education. This point is made at some length to account for the high proportion of the trainees (87.6%) who had worked, socialised or played sports with people from other ethnic backgrounds.

Responses to the pre- and post-intervention questionnaires by the sample group demonstrated that the students had positive attitudes towards issues of cultural diversity which became significantly less positive. The control group also exhibited this unlooked for phenomenon. When the difference in response between the sample and control group was compared, the sample was found to be significantly more positive. We suggest that an explanation for this might be that the experience of trainees in schools that were not concerned with issues of cultural diversity had adversely affected their attitudes. They had been encouraged to believe that cross-cultural education was not possible in the current context of British schools. Pre- and post-intervention interviews support this view and showed that the sample group had gained a greater awareness of others' norms and values and were somewhat more sympathetic towards them.

Evidence from the pre- and post-intervention interviews demonstrated how (with one exception) there was a perceptible move along the continuum from assimilation towards pluralism. Evidence from the pre- and post-intervention questionnaires indicated that, starting from a low knowledge base, the experimental group made significant increases.

A more complex picture emerges from the pre- and post-intervention interviews which allowed the research to explore in greater detail the trainees' feelings, emotions and values. It seemed, particularly in the pre-intervention interviews, that white British respondents had little consciousness of themselves as being products of and embodying a distinctive culture. They often had some difficulty in perceiving the defining characteristics of their own culture.

Pre- and post-intervention responses to the questionnaires showed improvements in mean scores for the knowledge sub-sections and confidence in knowledge of cultural diversity issues sub-section. Trainees' attitudes mean scores, although lower than before the intervention, were still positive.

Another factor, picked up by the study, was that relatively few of the trainees were likely to have had personal contacts with pupils of ethnic minority origin whilst at school. Little more than a quarter (27.5%) had been educated in schools with an intake of more than 10 per cent of ethnic minority pupils. Since the study also demonstrated that previous contact with people of ethnic minority origin was a significant factor in knowledge acquisition, the relative levels of ignorance become less a matter for surprise.

WORK-PACKAGE 7: Final reports

Task 13: *Final synthesis research report*

In addition to the final reports for the Commission, the project will publish two books intended for the use of policy-makers, educators and other beneficiaries. By bringing together experiences and research outcomes from six countries these books will provide a comprehensive overview of both "absorption" of foreign newcomers and settled minority groups and cross-cultural teacher training in the participating countries.

Task 14: *Final report on the OE sub-project*

Besides the final report for the Commission, the OE home-page (http://www.joensuu.fi/oe) has been prepared.

In conclusion it can be said that the sub-project 'Open Europe' enhanced students cultural understanding and their ability to self-reflection. It also improved students' skills in multicultural teaching. These positive effects were most apparent in the countries where multicultural education is regarded as marginal. Although the OE course was grounded on educational theories on multicultural education and on situated learning, the cultural distance between students besides the problems in technology and timing arose obstacles for creating an effective collaborative learning environment through the Internet.

According to the assessments presented both by the students and the project tutors, the OE course was too short (ten weeks). In addition, there were language problems in some countries (the main language for international communication was English) and technical problems (in some countries).

Many students expressed their need for face-to-face contacts in order to get a personal contact with their colleagues. At the same time, however, they considered computer based learning and communication an effective way to improve their competence in multicultural issues.

Country-specific experiences of the OE sub-project

Finland

ρ The common experience of OE students was that they felt that they were the beginning of the cross-cultural learning process acknowledging the need for cultural knowledge, cultural sensitivity and skills.

ρ The Finnish students were convinced that the lack of basic knowledge about the differences within the national educational systems, among the OE participants in each country, was the reason for barriers for effective cross-cultural learning through the Internet.

ρ The self-directness and open questions did not work appropriately because of the lack of basic contextual knowledge.

ρ Some Finnish students did not feel confident of their command of English and their communicational skills in general for example in the Internet discussions.

ρ   The contextual understanding of cultural differences also aroused discussions among the Finnish students.

France

ρ   The OE course achieved its goal of sensitising participants to cultural differences.

ρ   Both the training and the study led to rise in consciousness among the trainees, they seemed to have integrated a certain reflex that allows them to rise above appearances and understand the cultural background.

ρ   The initial goal of the OE sub-project was reached in part for the sole reason that awareness of the cultural dimension of good communication as primer to increased reflection on the pedagogy for the treatment of differences with a view to integration was heightened, even though many of the technical aspects need to be improved.

ρ   Undoubtedly, the transmission of cognitive and operational competencies, attitudes, to trainees in order to improve the socio-economic integration of minority groups seems like a very long term project pivoting around a policy of global integration, however, the work undertaken here clearly shows that as much as the question can be put up for discussion and the certain players of the integration processes are concerned, associated, made conscious and educated, the cultural distance considered as obstacles to integration can also act as resources to promote it.

Germany

ρ   The expectation of participating in the OE seminar named most often was the desire to deepen knowledge of the internet and computers. The second most frequent reason for enrolling in this seminar was the desire to get to know other students from different countries. Only three people explicitly named gaining insight into cross-cultural learning.

ρ   In general, there were great expectations regarding the OE course, partly connected with a positive attitude concerning participation in the course.

ρ   At the end of the OE course, half of the respondents stated that they "have gained an appreciation for difficulties", for example the problem of bilingualism with elementary school students with respect to teaching in their mother tongue. The fact that half of the respondents stated this could be an explanation for the overall result of the study, which was quite surprising after all, namely that the participants became more insecure of their own knowledge. The appreciation for difficulties was deepened and more questions were raised than answered. One could speak of a sensitisation effect.

ρ   Before the course, willingness to learn was named by three people, now 16 people, among these ten of the 13 seminar participants questioned, explicitly saw the need or expressed readiness for further education. One can therefore assume that the motivation to pursue the issue has risen. This is also the case in the control group, only it is more pronounced in the OE group. Cautiously interpreted, this indicates that participating in the OE course amplified problem consciousness and knowledge that the previously acquired skills are not sufficient. Otherwise, the assumed abilities did not show great changes. The self-assessment is still very careful and reserved.

ρ   For desired learning accession, the emphasis was on the desire to learn more about cultural backgrounds or religions and to acquire professional competence in general.

ρ   In summary, the course can be seen as an impressive experience for students, as well as for tutors. It was a kind of 'event' compared to everyday life. There will surely be contacts (to tutors as well as to students) that might be extended and built up. The team pages and the conference system will be open after the course and are a basis for such a

development. The students here do have access to the internet after the course as well, so the work might continue – on a voluntary basis.

Greece

ρ   The communication in an international programme such as the OE proved that various difficulties are a rule and their overpassing is an achievement of good will and collective effort and collaboration. Demystification of fixed ideas or stereotypes has the sense that only communication in coordination with learning can overcome eternal prejudices fixed in the so called collective conscience of entire ethnic populations.

ρ   Concerning the questions related to the internet use, data show that Greek trainees do not know and use the new communication technologies very well. Male students are better informed than females in general.

ρ   Self-confidence of students increased during the OE sub-project.

ρ   Trainees learned how to evaluate racism and xenophobia problems in school class, and how to invent practical ways of overpassing problems such as class conflicts and class organisation.

ρ   Trainees learned how to evaluate cultural diversity as a living reality by practical means and also how to organise their theoretical weapons of thought.

ρ   Important differences in education systems of every country created difficulties in understanding of needs and requirements among the students.

ρ   There were technical problems in computer mediated communication.

ρ   There were difficulties of comparison and analogies in every national case due to the different conditions.

ρ   There were language problems in some cases.

Israel

ρ   A finding that is encouraging for efforts in education was the statistically significant correlation between experience with using the internet in educational projects and the overall understanding of the internet as a tool for increasing intercultural understanding.

ρ   There were clear tendencies toward attitude change among the students in the group. Students who took part in the OE course demonstrated some moderation of 'certainty' of their knowledge in the post-test. A larger proportion of the group were willing to admit to being only "a bit certain" in relation to their knowledge about topics such as: how to integrate pupils for whom Hebrew is not their mother tongue, how to compile tools for evaluation in a multicultural classroom, as well as how to develop pedagogical methods to combat prejudice. The course seems to have been instrumental in demonstrating to the students that a multi-cultural pedagogy is a far more complex topic than they thought at the outset.

ρ   From observations of the Open Europe course, we learned that students were afraid that they were not "learning enough" while they were attending sessions. Yet the responses to the interviews showed that many aspects of the message of the project were indeed

internalized.There is an optimistic conclusion to be drawn from these findings. When a lecturer of a tutor has a clear view of purpose, they manage to convey their intent to students, even when the students are not convinced at the time that they are 'getting it' so to speak. And even when the tutor herself would like to have a second chance to improve the course she devised and conducted. This is a highly encouraging outcome.

ρ   A central problem was that of language. Students had to do research on complex topics, and write in English. Although we managed to find some funds for an editor, this was very difficult, and we cannot say that students succeeded in doing the kind of work that they are capable of in their mother tongue. The foreign language was a kind of on-going threat. In a project of this kind, we recommend that students set up web sites in their own languages, and that the central coordination be responsible for translation of the sections of the web sites that the local tutors think are worthy of being included in the project site.

The UK

ρ   The sample demonstrated from their OE web-site materials that the students had gained in their knowledge and understanding of issues of cultural diversity in their chosen area of the curriculum and had acquired some awareness of strategies to promote the curricular goals.

ρ   OE sub-project web-site materials showed that all trainees had gained some understanding of cultural diversity issues in their chosen area of the curriculum and had acquired knowledge in that area.

ρ   All the sample trainees produced materials for the OE web-site. This required them to critically evaluate data derived from a variety of sources. Some of these sources – such as those taken from the World Wide Web – demanded careful discrimination.

ρ   Materials produced for the OE web-site demonstrated critical and self-reflective thinking. As might be supposed, some students achieved higher levels than others. The case study reports were particularly valuable in demonstrating that their learning included techniques of self-reflection. This showed in their ability to criticize their own classroom behaviours. Post-intervention interviews also provided reliable evidence.

ρ   The sample demonstrated from their OE web-site materials that they had gained in their knowledge and understanding of issues of cultural diversity in their chosen area of the curriculum and had acquired some awareness of strategies to promote the curricular goals. Some demonstrated the ability to carry out these strategies effectively.

Conclusions and Policy Implications

The increase in in-migration is a reality in all the countries within the project, even though there are several possible outcomes of adaptation of the newcomers that have been recognised as being successful. In France, Greece, and Israel, the overall aim is unilateral acceptance by the newcomers of the existing social structure and its sets of norms. In Britain and in Finland, the political aims can be characterised as pluralistic, implying that while sharing values and norms of their new host societies, immigrants should have an opportunity to maintain and evolve their unique qualities and capacities. In Germany, the actual political debate implies a greater recognition of the reality of a plural society that has begun to emerge together with a greater acceptance of the policy consequences.

In the countries that have taken part in this project, the precise nature of the ways in which teacher training institutions are expected to respond to the advent of immigrant populations varies. Factors influencing these variations include the historical contexts of the states, their cultural traditions and the nature, circumstances and origins of the newcomers. Broadly, it can be said that teacher training institutions provide the students with the competencies required to function effectively in relation to the goals expressed in their national policy programmes and curricula. However, it must be stressed that, since national policies and curricula vary widely, so do also the nature and contents of the training courses and contents of the training courses. Further, the research findings indicate that, in spite of the political aims, in each country, most of the students have positive attitude towards cultural diversity and pluralistic education.

With the increase in trans-national mobility it behooves European higher education institutions not only to review the current policies and practices but also to support the recognition and acceptance of ethnic and cultural diversity. Thus, the increase in cultural diversity is challenging higher education institutions in all countries to make efforts to develop the teacher training that can provide students with cognitive, powers, attitudes and operative competencies required in effective functioning in multicultural environments. We recommend that a concerted effort will be made in all partner states within the European Community to ensure that the regulations governing the training of **all** teachers should be amended to include knowledge and skills in multicultural teaching.

Further, there is a need for educational research in order to provide empirically validated knowledge needed to improve "culturally responsive education" and, thus, the academic performance of immigrant pupils. Despite the growing interest in multicultural education in many countries, relatively little is known about how to best help immigrant children to cope with multiple cultural frames while being acquainted with the realities of the society in which they reside. Cultural differences may cause difficulties in pupils' academic work for several reasons. In addition to outward manifestations of culture, there may be differences in immanent values and norm systems, conceptions of time, human relations, etc. There may also exist variations in students' cognitive styles (in the ways they process information) as well as in their learning and communication styles. Especially, students who come from homes where minority languages are spoken may be uncomfortable with the dominant language in school. Besides insufficient language skills, students may come to school lacking certain concepts necessary for learning because their own cultures do not have or use such concepts. Also, cultural differences may result in intra-personal and/or inter-personal

conflicts. In their day-to-day life, many students with foreign background must cope with a dual frame of reference. Second generation immigrants in particular often live in a hybrid space "in between" their home cultures and the mainstream culture of the society in which they reside. This coexistence of different or even opposing cultural frames of reference and behaviour may result in high psychological and social costs.

In order to equip teachers with the multicultural competencies required to function effectively in culturally diverse environment, we recommend that a concerted efforts will be made within the European Community to search for common acceptable standards for teacher training. This search for common standards is becoming even more timely as the mobility of people within the EU countries is being encouraged. For that purpose, there is also a need for international comparative studies in order to clarify and compare educational goals and practices in different countries.

Country-specific conclusions and policy implications

Finland

The Finnish student teachers´ expressions of cultural diversity were positive at the attitudinal level. In accordance with the Finnish multicultural policy, the students emphasized the immigrants' *equal membership* in a society. The students emphasised that each individual should also have the right to their own ethnicity and the right to choose their own individual acculturation modes within the host society. The students presented an *universalistic multiculturalism for all*, in which there were few confrontations in relation to the students´ own cultural views. However, the students noticed conflicts when making sense out of the orientation of 'others' to cultural diversity, from the perspective of the Finnish population or of the one of the ethnic minorities. The students assumed that their own attitudes towards ethnic diversity were more positive than the attitudes among the Finnish population generally.

When the Finnish students reflected their own stereotypes of ethnic minorities, they often provided a positive counter-stereotypic model of the representatives of ethnic minorities in terms of culture. The discussions with student teachers indicated that in order to increase understanding of these counter-stereotype group models, there seemed to be a need for analysing the group differences also in terms of power and economic status involving instances of discrimination of the ethnic minorities. The students were better aware of the problems caused by cultural and linguistic differences in the classroom rather than paid attention, for example, to the experiences of discrimination among pupils from minorities.

As a conclusion it can be said that the cross-cultural teacher training should highlight both the *instrumental* and *expressive* sense of ethnicity. This means that the affective, and psychological aspects of ethnicity are considered within the wider context of material and normative aspects of life faced by the ethnic minorities.

It should also be noticed that the most effective intervention in teachers´ attitudes does not work in a similar way with children. Therefore, the teachers should have knowledge and practical experiences of how to face children´s attitudes. Children do not have the cognitive skills for understanding the modellings of counter-stereotypic information or the complexities of the cultural and societal factors that shape similarities and differences among people in the same way as teachers themselves do. Unfortunately, racial attitude change among children has hardly been examined. As it is, the effectiveness of the educational interventions in altering children´s racial attitudes should also be studied in order to develop in-service training for all student teachers, teachers and those responsible in immigrant education of how to reduce racial stereotyping and prejudice among children.

The project results also suggest that the biggest challenge in Finland is the improvement of the *behavioural* teaching competence of student teachers. Since the present multicultural courses in teacher training already include the areas of cross-cultural attitudes and knowledge, the students considered that besides the cognitive and attitudinal training they needed practical experiences of cross-cultural teaching. The student teachers regarded their practical experiences as the most effective way to learn multicultural teaching competence, for these experiences helped them to discover, reflect and become aware of their own cross-cultural teaching styles and thinking processes. The student teachers´ means for accurate and contextual reflections and self-reflections should also be developed during cross-cultural teaching practices in order to enhance their self-awareness as well as their self-efficacy, which seemed to be lower among Finnish students than their colleagues in other European countries. While few student teachers had had an opportunity to learn self-reflection based on their own teaching experiences, their reflections here were typically non-interactive responses focussing on the context rather than *reflective learning activities* focussing on their own interactional processes as a learner.

The students´ experiences of the OE course also challenges us to develop the design of a cross-cultural Internet course. Although the OE course was grounded on educational theories of multicultural competence and of situated learning, the cultural distance between students besides the problems in technology and timing raised obstacles in creating an effective collaborative learning environment through the Internet. Most Finnish students expressed their need for face-to-face contacts with their colleagues. At the same time they also considered computer based learning and communication an effective way to improve their competence in multicultural issues.

France   Although intercultural dimension in education in France is marginal, it is currently undeniable, especially as it is defined from one report to another and more specifically, the role of the multiculturalism in the learning processes.

The relevance of the research is two-fold, on the one hand it involves bringing political decision makers who have left teaching, in the name of republican principles, into hands of foreign states, not to say in abandon, to rethink of teaching in terms of "cultures and languages of origin". It also raises a question of making decisions for real teaching of native languages, but also to broaden the teaching of history related to the country of origin, developing the teaching of different cultures of origin (as much anthropology as ethnology) from which the immigrant populations have arrived. The second aspect is to educate and to socialise future teachers to internalise the cultural dimensions as well as those related to the socio-economic level of the families as those of the cultures the social groups belong to, school failure and success and to develop a mind set of tolerance, acceptance of others, equality in rights and responsibilities, active citizenship for an integration of European values of democracy, liberty of equality and of progress. It is in this context that our research is inscribed and by which it tries to offer pertinent and concrete answers.

This research gave us the opportunity to introduce an intercultural training module at the centre of the IUFM at Livry-Gargan, a teacher's training institute for Seine-Saint-Denis, (a regional department north of Paris reputed for its high proportion of foreign students). One of the most important results of this study resides in the excellent welcome that we received from the instructors and trainees at the institute. Even though the relevance of these questions are not currently taken into account in the teacher training curriculum, it is nevertheless evident that the need to address the multiple pertinent questions. It seems important, even urgent, to integrate intercultural education in a more systematic manner

within the teacher training structure. It is here that a real demand exists, not only on the part of the instructors but also on the part of the trainees.

What formation should be envisaged for this type of training? The OE course offered a dynamic, open model of teaching based on exchanges and debate at both the national and international level thanks to the use of new technological forms of information and communication. The experience was fertile. Integrating intercultural training in European networks is both a scientific and pedagogic necessity that must be encouraged and supported. It is important to institutionalise this type of education.

Germany   In general, teacher training in Germany is split into two phases: The first phase is realised by the universities with a primarily theoretical focus, the second phase (Referendariat) is realised by state institutions (Studienseminare) with a practical focus. So the teacher trainees mentioned at different points lack operative knowledge and practical experience. The training at the university should put more focus on practical training. A stronger focus should also be put on the professional knowledge in the teacher training in universities.

In the state regulations for acquiring the first degree in teaching at secondary schools and grammar schools, there is no indication of any examination contents or supplementary exams dealing with the subject of "cross-cultural education". In the state regulations for acquiring the first degree to teach at primary and secondary modern schools, courses dealing with the subject "cross-cultural education" are offered, but they are not mandatory. Thus, it is possible that a student of education who concentrates his or her course of studies on compulsory subjects only will complete his or her studies without having dealt with this subject. According to the results of the section "Knowledge" in the research carried out, where a lack of knowledge and sensitivity for this issue of the situation of migrants in Germany as well as of the current legal situation became clear, one has to think about a mandatory course for all teacher trainees.

In the catalogue of lectures of the universities of Mainz, Trier, and Landau, on the whole, courses with cross-cultural contents are offered either seldom or not at all. More offers must be made by teacher trainers.

When asked for the reason for participating the Open Europe sub-project, the desire to deepen knowledge of the internet and computers was mentioned most often. Teacher training should serve this desire in a broader manner.

The situation in Germany at the moment is that there is a great debate about the question whether Germany is an "immigration country" or not. But the analysis showed that teacher trainees prefer a pluralistic society in tendency and, as seen in the settlement policy analysis, the fact is that they are confronted with lots of pupils who come from other countries, in some classes the foreign pupils amount to 20 percent. Policy makers should no longer deny this fact.

A percentage of 5.7 percent and 8.5 percent of foreign people living in Germany did not know which type of residence permit he or she had. These facts as well as the results of other studies show a great deal of uncertainty among the foreigners as far as their legal status is concerned. This is because the German Alien Law, as already mentioned above, is so complicated that only specialists and insiders are able to understand all the regulations. From the viewpoint of foreigners, the most pressing everyday problems in connection with their rights are associated with terms such as uncertainty, confusion, and fear. To give the foreigners security and to realise a democratic principle, the laws and residence permissions should become more clear and transparent.

The normal everyday life of foreigners living in Germany is burdened by experiences of hostility and discrimination. A representative survey of people of Turkish, Greek, Italian,

and Yugoslavian nationality established that a considerable number of these people are exposed to insults, vulgar remarks, threats, and physical attacks. Programmes and activities must be enlarged to cope with this problem.

A further aspect requiring serious consideration is the emergence of new segregational tendencies. In reference to these two points - hostility to foreigners and segregational tendencies - the objective must be to work towards integration on a political as well as educational level.

Statistical data concerning school attendance and scholastic success of students with a foreign nationality shows that only 87 per cent of young foreigners going to school here acquired a school-leaving certificate. A more or less equal distribution across the different types of schools has not yet been achieved. Children of foreigners were and still are under-represented in those types of secondary schools which lead to higher qualifications. In the past few years, this situation has improved, but there is still a long way to go before reaching an equal distribution. A very critical issue in this connection is the high percentage of foreign students being transferred to special schools for children with learning disabilities. If one looks at the number of 129 teachers hired for native language instruction working in schools in Rhineland-Palatinate and, in comparison, a total of 30,735 full-time teachers working at 1,639 schools in Rhineland-Palatinate, this percentage must be seen as too low.

Actually, no basic guidelines are available for syllabuses with interdisciplinary areas, therefore it is difficult to teach cross-cultural subject matter which is not assigned to a specific subject. Such guidelines must be developed and 'translated' into practice.

Greece   The Greek educational system ought to turn from its "introvert" orientation to a more "extravert" one. "The European dimension in education" insists on the availability of equal opportunities for all. However, the ideal aiming at equal chances for all the European citizens, is not applicable for the vast majority of immigrants coming to Greece from 104 different countries of the world. The European dimension, supported financially and politically by the EU, aims at the maintenance of cultural and linquistic polymorphous through the projection of a common cultural heritage (articles 126 and 128 of the Maastrich Convention). On the other hand, the intercultural dimension based on an indistputable multicultural reality of the last decade, aims at the creation and adaption of new models of co-existence through equal and liberal inter-influence of all cultures living and expressing themselves in a multicultural society.

In school curricula the amelioration of the general social mentality towards the problems of multiculturalism in education means modifications. The topics in priority in school curriculum are as follows:

Religion lessons. Religion is taught from the age of 8 to the age of 18. In religion lessons the need is for teaching the children tolerance towards the diverse religions of the other cultures. Comparative lessons of history of religion as a total human contions should be taught on the upper grade when students can evaluate the importance and the interest of being different in religious terms.

History and Geography should be revised into the direction of being minimal in ethnocentric orientation. Especially History is passing a great amount of hidden curriculum through various examples of underlying of the national sentiment (national days, parades, etc.).

Humanities, literature and foreign languages should should be directed towards more concrete examples of foreign cultures. So far the whole content of the philological lessons has been oriented toward the learning of the structure of the language neglecting the

important ideas of the authors. Even in foreign languages, the focus has been rarely oriented towards the approach of the cultural aspect in the school curricula. Humanities are crucial in teaching children to combine values and knowledge and to learn better to communicate with different people.

Social sciences should be enriched by more intense courses of sociology and civil education. Both these classes were annulled after the recent reform of 1999 from students in the final grade and were replaced by lessons of informatics and economics. Technology is and will be useful, but the way it is taught in the secondary school is not ideal because of the strict technocratic and professional model these lessons are promoted.

Arts and History of Art should be urgently introduced in the secondary education for enabling young children to better understand the achievements of different cultures.

A new conception concerning the social role of the school aiming not only to the acquirement of knowledge but also to the better communication and socialisation of pupils. is needed. Visits in museums, galleries, theatre and other cultural sites should be as systematic as in France, where Wednesdays are dedicated to these cultural visits. Cultural experiences in general help to approach to understand and appreciate different cultures. Modern technology e.g. internet also increases interest on multicultural issues.

The topic of multicultural education should be introduced in all university departments educating future teachers. The theoretical multicultural education need to be combined with visits to multicultural classes. At the moment the courses of multicultural education are optional in the pre-school and primary teacher departments, and most students of the secondary teacher departments have never heard of them. Specialisation on multiculturalism should be in programmes in order to prepare the future teachers to face the new realities and to be able to deal with it.

In conclusion, the OE students were rather sensibilised than educated during the four months of the OE course and the outcome of this sensibilisation process was that these students evaluated multiculturalism in classrooms in connection to their own experiences e.g. they judged that to understand better the problems of strangers, they have to take their social position and undertake their role in the dominant culture.

Israel   All of the hypotheses were confirmed: There were differences in cognitive approaches and in attitudes between Jewish Israeli students and Arab Israeli students, as well as between native-born Israelis and immigrants. We found a positive relationship between the extent of prior exposure to groups of other cultures and positive attitudes as well as evidence of competencies. The students who used the internet a great deal in the course of the semester (the experimental group) showed an increase in favorable attitudes toward people from groups with different cultures. Although the hypothesis about a correlation between certainty of knowledge about multiculturalism and about multicultural pedagogy was significant, we think it is important to note that the more knowledge and the more competency evidenced by the students, the less certain were they of their knowledge.

In the large the responses to the questionnaire confirm the validity of several of the assumptions that underlie the Open Europe project. The cultural background of the participants has a decisive impact on the competencies of students of education. Furthermore, contacts with diverse groups are crucial in the formation of attitudes toward non-majority groups and toward the components of a multicultural pedagogy. Finally, the relation to the internet is intertwined with the attitudinal competencies.

At the same time, however, the findings from the questionnaire raise issues that this section of the research does not resolve. The fact that many of the statistical results point to tendencies rather than to clear cut outcomes, and the fact that the differences between results from the analysis of the first distribution of the questionnaire and the second are often very subtle, open the issue of how we should interpret the responses. The matters of meaning and intention can only be clarified by analysing the proceedings of the OE intervention and with the data collected in the semi-structured interviews that were conducted with the students of the experimental group.

Here, we will take the opportunity to summarise the major implications for policy-makers as we understand them at the close of the two-year intervention and investigation. In our findings, Israeli policy-makers at every level - the Ministry of Education, the Faculty of Education, the classes at the university, and local research funding - can find suggestions for revisions, and minimally, for opening discussions.

Suggestions and recommendations for opening discussions:

ρ   There is a possibility that the long-range intentions of the government to provide a homeland for Jews from any place in the world, who are in need of asylum, is undermined by misleading interpretations of officials at different levels of the hierarchy and by confusing implementation in the Ministry of Education. This examination and re-examination should be a task for the Ministry and for all schools.

ρ   Accepting students from every sector of Israeli society, the Faculty of Education models multiculturalism in the ranks of students and to a certain extent in the ranks of the academic staff. Findings from the questionnaire and from the interviews, however, show that students do not acquire a clear view of the implications of multiculturalism from simple exposure. Clear formulations of the policy and its publication are necessary as basic information to students.

ρ   In order to ensure useful learning for students of education who will have to cope with multicultural classes in multicultural schools, the Faculty, and especially the Department of Teaching and Teacher Education, should examine anew what kinds of content related to multiculturalism ought to be included in required courses and in electives.

ρ   The multi-faceted positive consequences of the Open Europe sub-project encourage us to recommend that courses that combine imparting internet skills with international communication and with research into topics relevant to acquiring understanding of multiculturalism in education, be a required component of study in the Faculty of Education during the first two years in which students are enrolled.

ρ   The procedures that are recommended, and on the basis of the project, I would say that are required, cannot be adopted for a short time and discarded. They should be taken up as an on-going modus operandi – questioning, examination of what is being done, evaluation, experimenting with improved methods, further examination and evaluation. To this end, there is need of a research fund for investigating policy formulations, i mplementation, and outcomes.

ρ   Annual conferences for reports on investigations and their outcomes are vital.

The UK
The results of the study robustly support the proposition that cross-cultural teacher training can provide students with cognitive powers; can appropriately modify their attitudes towards people of other ethnic groups; and, can equip them with the operative competencies required to function effectively in multi-cultural classrooms.

The results of the initial tests of the study revealed that, even among a highly educated sample of trainee teachers, there was a disturbing lack of knowledge about the major ethnic minority groups in Britain. This lack of knowledge extended to such fundamental matters as the relative sizes of those groups, their total numbers as a proportion of the UK population and the legislative framework erected by successive governments to control entry and to encourage good race relations. That being the case, their levels of confidence in their knowledge about a wide range of issues of cultural diversity related to education were also low.

In any case, we would argue, *all* trainee teachers should be provided with the necessary knowledge, attitudes, experience and skills as a matter of course. In the nature of things, their professional futures are unknown and, as their careers develop, the nature of the schools they find themselves working must equally be unknown. Moreover, issues of race and ethnicity affect all Britain's citizens either directly or indirectly and should form part of the education in citizenship of all pupils. We would contend that generalised notions of fairness and decency as expressed by the trainees are an inadequate basis for any teacher to base such teaching on.

Recommendations:

ρ   That the regulations governing the training of all teachers in the UK should be amended to include an element of cross-cultural education;

ρ   That this should be devised to ensure that trainee teachers are supplied with appropriate knowledge, understanding and skills to ensure basic competence in multi-cultural classrooms;

ρ   That this element should not only be discrete but that its message should pervade all the other aspects of teacher training and education;

ρ   That the award of Qualified Teacher Status should be dependent on successfully demonstrating an appropriate level of knowledge and skills in this area;

ρ   That a concerted effort be made in all partner states within the European Community to ensure that common standards of knowledge and skills are applied.

ρ   That training programmes should be instituted for already-qualified teachers now in schools to up-grade their knowledge and skills in cross-cultural education so that teachers responsible for initial teacher training are competent in this field.

ρ   That knowledge and awareness of Britain as a multi-cultural society should form an integral part of the education of all pupils.

Dissemination of Results

As a result of the project there will be published the following two books for wide audience of policy-makers, editors and other beneficiaries:

Pitkänen, Pirkko, Kalekin-Fishman, Devorah & Verma, Gajendra (Eds.): *Immigration Settlement Policies and Current Challenges to Education.* **The book will be published in spring 2001 by** *Falmer Press, London, GB.*

The content of the book:

Pirkko Pitkänen, Gajendra K. Verma and Devorah Kalekin-Fishman: *Introduction*

Gajendra K. Verma: *Immigrant Policies and the Education of Immigrants in Britain*

Kaija Matinheikki-Kokko and Pirkko Pitkänen: *Immigrant Policies and the Education of Immigrants in Finland*

Didier LeSaout and Aïssa Kadri: *Immigration Policies and Education in France*

Ulrike Behrens, Sabine Tost and Reinhold S. Jäger: *German Policy on Foreigners and the Education of Immigrants in the Federal Republic of Germany*

Nikos Gousgounis**:** *Settlement Policy in Greece and the Education of Immigrants*

Devorah Eden and Devorah Kalekin-Fishman: *Multi-Cultural Education in Israel as Fulfilment of the National Ethos and Political Policy*

Devorah Kalekin-Fishman, Gajendra K. Verma and Pirkko Pitkänen: *Postscript*

Pitkänen, Pirkko, Kalekin-Fishman, Devorah, Verma, Gajendra & Legendre, Florence (Eds.): *Developing Students´ Cross-cultural Sensitivity.***The book is intented to be published by Falmer Press, London, GB at the end of the year 2001.**

The content of the book:

Introduction
& Short presentation of the E.C.T. project, including discussion of the role of cultural and   socio-economic context
& Presentation of the OE sub-project

  & Background literature
  & The goals of the study E.C.T. (research questions)
  & Introduction to the studies reported in the book

Doing the research: Issues in carrying out cross-cultural comparative educational studies
  & Researchers´ interpretation of the project, adaption of the research instruments to each country's political and policy context
  & Issues that arose in carrying out the sub-project OE: (1) tutors; (2) student collaboration; (3) producing work – students' products

Country-specific articles

Results
  & Cross-national similarities and differences
  & Conclusions and recommendations

Besides, the project co-ordinator, the national co-ordinators and project researchers will introduce the project results in national and international media. In every country, the results will be made available via a variety of journal articles in newsletters, and mentions in the popular press. The project co-ordinator, the national co-ordinators and project researchers will write about the results in international scientific reviews.

In addition, information of the E.C.T. project is available to external organisations via the home-page, www.joensuu.fi/ect, where the project is being introduced.

The structure of the E.C.T. home-page:

4 What is E.C.T.?
    -introduction of the project
4 Background
    -international migration
    -educational responses
    -cross-cultural teacher-training
    -cross-cultural competences
4 Research set
    -research objectives
    -research methods
    -settlement policy analyses
    -institutional evaluation studies
    -OE sub-project
    -work-packages
4 Partners
    -introducing the E.C.T. partners
4 Communication
    -introducin the communication system of the project
4 Collaboration
    -introducing international institutions and projects concerning international migration and cross-cultural education that E.C.T. project was in collaboration with.

The Open Europe sub-project has also a home-page of its own: www.joensuu.fi/oe

The structure of the OE home-page:

4 Main page (project level):
   -Introduction about the Open Europe sub-project with links to
    sub-pages with specific information about the topic
4 Sub-pages (project level):
   -Basic information
   -Settlement policy reports
   -Examples of cases
   -Basic terminology
4 Course pages (country level):
   -Implementation of the OE sub-project
   -Tutors' experiences and comments
   -Teacher trainees
   -Students' pages
4 Topic pages (topic level):
   -Five different topics made from the material that students have
    made during the course
4 Background pages (culture pages):
   -Links to other pages

Target groups of the OE home-page:

θ   University teachers dealing with multicultural education.
θ   School teachers who teach in multicultural schools.
θ   University students and tutors in (multicultural) education courses.
θ   Persons/groups who are running similar (multicultural) projects.
θ   Any persons who are interested in multicultural education and the situation in the
    countries that took part in the OE sub-project.

The main interest areas in the page to these target groups are as follows:

θ   Culture level interest: What kind of culture is regarded as national culture in each
    country and how each country tolerates other cultures
θ   Project level interest: How was the project planned and implemented.
θ   Country level interest: What is the multicultural situation immigration policy situation in
    each country.
θ   Educational level interest: How it's the teacher education implemented in each country.
θ   Student level interest: How did the students took part of the OPEN EUROPE project
    and how did they feel about it.
θ   Tutor level interest: How did the tutors handle the project nationally in each country and
    internationally among themselves.

Further, dissemination will also involve the need to explain the results directly to policy-makers, educators as well as the university community in a more interactive way. At one level, this will be achieved by presenting the results at conferences and workshops. The

project co-ordinator, the national co-ordinators and project researchers will introduce the project results in international and national conferences.

Finally, an international conference "Education et minorités, exclusion, insertion, intégration: quelles politiques éducatives pour quelles pratiques pédagogiques en Europe" is going to take place in Paris in spring 2002.

Management and Coordination

The research consortium included University of Joensuu (coordinator), University of Paris 8, University of Koblenz-Landau, Scientific & Educative Association of Municipality of Philothei, University of Haifa, and University of Manchester. In addition, University of Joensuu had two associated partners: University of Jyväskylä and University of Oulu.

The project as a whole was coordinated by University of Joensuu, Karelian Research Institute. The project coordinator was Dr. Pirkko Pitkänen from the University of Joensuu.

The project coordinator and the local coordinators in the participating universities and institutions formed the coordinating team, that had five meetings during the life-time of the project. Between the meetings the internal communication took place through an internal communication system planned and built to meet the demands of the E.C.T. project.

The national teams consisted of the local coordinators, researchers and tutors. The scientific work of the teams was based on the Technical Annex (Appendix 8) and decisions made in the periodic project meetings. In the beginning of the project, the national teams had regular weekly face-to-face gatherings, later the meetings took place according to the necessity. The local team meetings provided opportunities to clarify points of view of the team, to work out a consensus on the various aspects of the project and on the material that was dealt with. The project's internal communication system was utilised also in the communication between the national teams.

The project meetings with the coordinating team, including also researchers and tutors when found necessary, were for scientific discussions, making decisions concerning the scientific work to be done, and evaluating the work that had already been accomplished. The scientific discussion at the meetings and between them was led by the project coordinator. To make the working as efficient as possible, the project coordinator invited expert teams to work with special research or other issues.

The research work was based on the Technical Annex approved by the Commission. The progress, including both scientific progress and managerial duties, was assessed twice a year in the form of a progressive report, that was delivered to the project coordinator. The project coordinator, in turn, assessed the project as a whole and delivered periodic progressive reports to the Commission every six-moths. The periodic reports consisted both of scientific and managerial reports, the latter including the follow-up of the finances.

The coordination of the OE sub-project as a whole and technically was carried out by the University of Joensuu. The OE Web page was placed on the server of the University of Joensuu. The facilitate programme that was used for the computer-based conversations was installed on the server of the University of Manchester, but the coordination was carried out in Joensuu. The OE project was carried out through Web-based discussion (a conference room) that was protected by a password. The general structure of the OE course was common but the practical implementation was carried out independently in each participating country by the local team.

In connection with the periodic reports the local teams carried out internal evaluation of the project. The following indicators were used:

Effectiveness: How well the results achieved have enhanced the achievement of the project purposes?
Relevance: Are the results in line with the purposes of the project?
Efficiency: Do the quantity and quality of the results of the project justify the strategies used for achieving them?
Sustainability: What is likely to be the positive outcome of the project after the external assistance comes to an end?

Project Coordinator

The project was coordinated by Dr. Pirkko Pitkänen from the University of Joesuu. Dr. Pitkänen is also a Senior Research Fellow at the Academy of Finland.

The Project Co-ordinator´s responsibilities included the following:

θ the scientific and technical coordination of the project: that is, the management of the research work; establishment of the necessary interaction between the partners and with the Scientific Officer in Brussels; organising the project meetings; and the making of the progress reports and the final report for the Commission
θ the overall responsibility for the implementation of the OE sub-project
θ liaison with the European Commission

Local Coordinators

The local coordinators were as follows:

Prof. Aïssa Kadri, University of Paris VIII
Prof. Reinhold Jäger, University of Koblenz-Landau
Prof. Gajendra K. Verma, University of Manchester
Dr. Spyros E. Diamessis, SEAMP
Dr. Devorah Kalekin-Fishman, University of Haifa

Local Coordinators of the associated partners of University of Joensuu

Dr. Kaija Matinheikki-Kokko, University of Jyväskylä
Prof. Rauni Räsänen, University of Oulu

The Coordinating Team

The coordinating team was composed of the project coordinator and the local co-ordinators. The team gathered every six months at project meetings. The team was responsible for implementation of the research tasks and the OE sub-project; for the collective monitoring of timetables and outputs; for ensuring the financial arrangements; and for planning the dissemination of the results of each module of work.

The tasks of the coordinating team were as follows:

ο to develop the theoretical framework
θ to develop the conceptual framework
θ responsibility for the research activities
θ responsibility for the production of the interim reports
θ to coordinate the OE sub-project (together with the media producer)
θ to produce the final reports
θ to coordinate the dissemination of the project results

Project Meetings

The coordinating team, also with some researchers and tutors present, met five times during the project at alternative locations of the network, with the exception of the meeting held in Delhi. The fourth project meeting was organised in New Delhi with the Commission's permission.The working programmes for the meetings were prepared by the project co-ordinator and the scientific questions were discussed under her lead. The practical arrangements were done by local coordinators.

θ First project meeting 13-15 November 1998 (Appendix 9)
> **Joensuu 13-15 November 1998**: Agenda, chairing of the meeting and meeting arrangements by the project coordinator.

θ Second project meeting 24-27 February 1999 (Appendix 10)
> **Manchester 24-27 February 1999**: Agenda together with the project coordinator and the British local coordinator, and practical meeting arrangements by the British local coordinator.

θ Third project meeting 1-3 August 1999 (Appendix 11)
> **Landau 1-3 August 1999**: Agenda together with the project coordinator and the German local coordinator, and meeting arrangements by the German local coordinator.

θ Fourth project meeting 20-23 February 2000 (Appendix 12)
> **Delhi 20-23 February 2000.** Agenda together with the project coordinator and the British local coordinator, and meeting arrangements by the British local coordinator.

θ Fifth project meeting 2-4 September 2000 (Appendix 13)
> **Athens 2-4 September 2000.** Agenda together with the project coordinator and the Greek local coordinator, and meeting arrangements by the Greek local coordinator.

Project Secretary

The Academy of Finland appropriated Dr. Pitkänen a sum of 213.800 FIM for hiring a part-time project secretary to assist her in the technical co-ordination. Ms. Annikki Karvonen was working as project secretory in 1.11.1998-30.11.2000.

Media Producer

Mr. Veikko Miettinen started his work as a media producer 1.3.1999. His main responsibilities were to coordinate the implemantation of the Open Europe sub-project with the coordinating team, to build an internal communication system and to prepare and update the ECT home-page and OE home-page.

The tasks of the media producer were as follows:

θ to plan, prepare and technically advice on the telematic communication conduits among the participants of the project
θ preparation and maintaining home-pages for the ECT and the OE
θ to plan, prepare and technically advice on the implementation of the OE sub-project
θ transformation of the material into digital form
θ preparation for the exploitation of the results of the project

The Media Producer was assisted by the following international Expert Team:

Jeff Taylor, Professor, PhD (media studies), University of Lappland, Finland
Jack Latimer, Media Producer, Brighton, UK
Gerry McGovern, Technical Supervisor, Ireland, Nua Ltd
Seppo Knuuttila, Professor, PhD (cultural studies), University of Joensuu, Finland.

The responsibilities of the Expert Team included the following:

θ scientific support for the cultural multimedia production
θ overall technical support for the implementation of the OE sub-project

Project Researchers

In principle, every partner had one senior researcher, but in some countries there were two part-time researchers. The partners also employed part-time statistical experts and research assistants.

The project researchers:

Dr. Kaija Matinheikki-Kokko, University of Joensuu
Dr. Didier Le Saout, University of Paris VIII
Dr. Florence Legrende, University of Paris VIII
Dr. Ulrike Behrens, University of Koblenz-Landau
Ms. Sabine Tost, University of Koblenz-Landau
Dr. Andreas Frey, University of Koblenz-Landau
Dr. Nikos Gousgounis, SEAMP
Dr. Liz Smith, University of Manchester
Dr. Devorah Eden, University of Haifa
Ms. Satu Haapanen, University of Oulu (1.3.1999 - 31.3.1999, 1.10.1999 – 30.11.1999)

Tutors

The tutors worked under the supervision of the coordinating team and the local co-ordinators during the OE sub-project.

The tutors of the OE sub-project:

Ms. Ritva Fossi, University of Jyväskylä
Dr. Didier LeSaout, University of Paris VIII
Dr. Florence Legrende, University of Paris VIII
Dr. Despoina Kanari, Hellenic Institute of Education and New Technologies, Athens
Dr. Dimitris Psoras, Hellenic Institute of Education and New Technologies, Athens
Dr. Ulrike Behrens, University of Koblenz-Landau
Dr. Andreas Frey, University of Koblenz-Landau
Dr. Liz Smith, University of Manchester
Dr. Mike Davis, University of Manchester
Dr. Tamar Almog, University of Haifa

Implementation of the OE course

The OE course was devided into two sections, section 1 and section 2. All the students took part in Introductory section of the course. For the topic works each country was divided in 5 groups (groups 1-5) who dealt mainly with the same topic groups in other 6 countries

Topics for the groups were:

Group 1

Section 1: Introduction: Students self-definition (including cultural definition)

Section 2: Communication in a culturally diverse classroom
θ   Nationally: Observation in a classroom and production of material to email or conference room
θ   Internationally: Discussion and exploring of similarities and differences. Analyses on basis of the settlement policy reports.

Group 2

Section 1: Introduction: Students self-definition (including cultural definition)

Section 2: Conflict resolution in a culturally diverse classroom
θ   Nationally: Observation in a classroom and production of material to email or conference room
θ   Internationally: Discussion and exploring of similarities and differences. Analyses on basis of the settlement policy reports.

Group 3

Section 1: Introduction: Students self-definition (including cultural definition)

Section 2: Analyses of teaching material
- θ Nationally: Analyses of books, internet, media etc. Positive examples / stereotypes will be sought. Production of material to email or conference room
- θ Internationally: Discussion, exploring of similarities and differences. Analyses on basis of the settlement policy reports.

Group 4

Section 1: Introduction: Students self-definition (including cultural definition)

Section 2: Curriculum with regard to culturally diverse classroom
- θ Nationally: Analyses of curricula. Production of material to email or conference room
- θ Internationally: Discussion, exploring of similarities and differences. Analyses on basis of the settlement policy reports.

Group 5

Section 1: Introduction: Students self-definition (including cultural definition)

Section 2: Assessment in a culturally diverse classroom
- θ Nationally: Analyses of curricula and assessment. Production of material to email or conference room
- θ Internationally: Discussion, exploring of similarities and differences. Analyses on basis of the settlement policy reports.

Although the common topics were common, the OE course was implemented independently in each country. The reason for this was that the course module had to be fitted in for different courses in each university. The procedure in the participating countries was as follows:

Britain   British student group of Open Europe -project studied at the University of Manchester. The tutor of this course was PGCE Liz Smith. All the students (20) were graduates and were studying a one year initial teacher training course (Post Graduate Certificate in Education). They are studying to teach pupils of 11 years and above (including adults). The courses run at the University are subject specific therefore the students are studying to teach one of the following subjects: Design Technology, English, Economics and Business Studies, Mathematics, Modern Foreign Languages, Science or Information Technology.

Finland   Finnish student group of Open Europe –project studied at the University of Jyväskylä in the study programme called Multicultural Education (15 credit = 22,5 ECTS). The tutor of this course "multicultural education" was Ritva Fossi from the University of Jyväskylä. The participants of the programme were studying to become primary school teachers (4 students) and special teachers (8 students) and education (1 students).

France   French student group of Open Europe -project studied at the University of Paris 8. The Open Europe Course took place in France in the IUFM of Livry Gargan between October 1999 and March 2000. The tutor of this course are Florence Legrende and Didier LeSaout.

Germany   German student group of Open Europe -project studied at the University of Koblenz-Landau. The tutors of this course are Ulrike Behrens and Andreas Frey from The Centre of Educational research in Landau. The OE-Course at the University of Koblenz-Landau was called "Interkulturelles Lernen im Internet".

Greece   Greek student group of Open Europe -project studied at the University of Athens. Open Europe course took place in Hellenic Institute of Education and New Technologies located in Piraeus Athens. The tutors in the course were Despoina Kanari and Dimitris Psoras.

Israel   Israel student group of Open Europe -project studied at the University of Haifa in the study programme called Learning Environments in an Era of Technology and Information. The tutor of this course "multicultural education" was Dr. Tami Almog from the University of Haifa.

Internal Communication System of the Project

The communication system was developed during the first 6-month-period by the media producer to serve the special needs of the E.C.T. project. The main discussion conduits between the project coordinator, the other members of the coordinating team, the project researchers and tutors were electronic mail (mailing lists) and the real time conferencing via Chat (chat room and conference room). Electronic mail was used in administration matters, in exchange of scientific information, working papers, draft publication etc. The Internet-based discussion, in turn, was mainly used for theoretical and methodological discussion.

The internal communication system

o electronic mail (E.C.T. list 1, 2 and 3)
o the Chat Room (Internet)
o the Conference Room (Internet)

Electronic mail

The E.C.T. list 1 was for the discussion and informing about management and administrative issues. It was open for the project coordinator, local coordinators, project secretary, and media producer.

The E.C.T. list 2 was for discussion and informing about scientific and research issues. It was open for the users of list 1 and the project researchers.

The E.C.T. list 3 was for discussion of the tutors of the OE sub-project.

Chat Room (Web-based discussion site)

Conference Room (Web-based discussion site)

Home-pages

The structure and the contents of the home-pages were discussed and decided by the coordinating team. The technical construction and updating of the pages were on media producer´s responsibility.

E.C.T. home-page www.joensuu.fi/ect

OE home-page (www.joensuu.fi/oe**)**

Expert Teams

The coordinating team set up the following expert teams, where the expertise of the participants utilized the best possible way the scientific work:

Theoretical expert team
Dr.Pirkko Pitkänen
Dr. Devorah Kalekin-Fishman
Prof. Gajendra K. Verma
Dr. Nikos Gousgounis

Methodological expert team
Dr. Pirkko Pitkänen
Dr. Kaija Matinheikki-Kokko
Prof. Gajendra K. Verma
Prof. Aïssa Kadri

Pedagogical expert team
Dr. Devorah Kalekin-Fishman
Prof. Rauni Räsänen

Expert team for international communication system
Dr. Ulrike Behrens
Mr. Veikko Miettinen

Editing team for a book *Immigration Settlement Policies and Current Challenges to Education.*
Dr. Pirkko Pitkänen
Dr. Devorah Kalekin-Fishman
Prof. Gajendra K. Verma

Editing team for a book *Developing Students´ Cross-cultural Sensitivity*
Dr. Pirkko Pitkänen
Dr. Devorah Kalekin-Fishman
Dr. Florence Legrende
Prof. Gajendra K. Verma

The Scientific Reporting Papers (restricted within the consortium)

Portrayals of the teacher training institutions under evaluation
Reports on the settlement policy analyses
Reports on the institutional case studies

International Conference

The Athens meeting made a decision of arranging an international conference on "Education et minorités, exclusion, insertion, intégration: quelles politiques éducatives pour quelles pratiques pédagogiques en Europe" in Paris in 2002.

Attendance on Conferences

The project coordinator, the local coordinators and the project researchers attented actively both on national and international conferences during the life-time of the project. The attendances included both presentations and keynote speeches.

Cooperation with Other Projects/Programmes

The 'Open Europe' sub-project was linked to a wider international cultural multimedia project 'Our Europe. The aim was to have synergy emerged from OE and other co-related projects and that would lead to autonomous joint projects under the umbrella term 'Our Europe'.

International partners of the OE project:
Jeff Taylor, Professor, PhD (media studies), University of Lapland, Finland
Jack Latimer, Media Producer, Brighton, UK
Gerry McGovern, Technical Supervisor, Ireland

Voices of Youth, UNICEF
Contacts and discussions with the Project Co-ordinators of the Voices of Youth were developed.

Project coordinators of the Voices of Youth:
Anne Sheeran, PhD, voy@unicef.org
Jeff Zucker, voy@unicef.org

ETNICA

ETNICA, Joensuu Center for Ethnic Studies at the University of Joensuu was established 7.10.1999. Dr. Pirkko Pitkänen is nominated into the Scientific Board of ETNICA. Cooperation between the E.C.T. project and other projects of ETNICA proved to be useful and enriching for both parties.

Other cooperation

Official meetings with authorities at ministries, universities and institutions during the E.C.T. project meetings in Finland, Britain, Germany, India and Greece produced valuable contacts for scientific discussions and cooperation in the fields of e.g. teacher training, multicultural education and research.

Project Evaluation

The participants of the project evaluated the work done in the project by means of the following indicators: (1) effectiveness, (2) relevance, (3) efficiency; and (sustainability).

(1) Effectiveness:
On the basis of the partners' self-evaluations it can be summarised that the project purposes were achieved very well.

(2) Relevance:
On the basis of the partners' self-evaluations it can be summarised that the project was justified in relation to the needs of policy-makers, educators and other beneficiaries.

(3) Efficiency:
On the basis of the partners' self-evaluations it can be summarised that the project was cost-effective.

(4) Sustainability:
What is likely to be the positive outcome of the project after the external assistance comes to an end?

E.C.T. Project
Research Questionnaire

The European Union is funding a project to evaluate the training, by higher education institutions, of teachers who teach in a culturally diverse environment in Finland, France, Germany, Greece, Israel and the UK. The University of Manchester is one of the partners in the project. One aspect of the project is to find out how much trainee teachers know, and their opinions about cross cultural issues. To this end all PGCE students are asked to complete the following survey.

The information gathered will be used along with other kinds of data to help to improve the teaching and learning in a culturally plural society. Personal information which you provide will be used anonymously in the statistical analysis and will be treated in strictest confidence.

Personal details concerning individuals and their views will not be given to tutors, or any other person outside the research team, and will not be used to assess the achievement of standards for the award of qualified teacher status.

The Manchester research team thanks you in advance for involvement in the project, if you have any queries regarding the research please contact Liz Smith. It is important that you complete all of the items having read the instructions for each item carefully beforehand. The survey is divided into three sections:
Section One - asks you to provide your biographical data;
Section Two - explores how much you know about cultural diversity; and
Section Three - concerns your views and opinions about issues in cultural pluralism.

Professor Gajendra Verma
Doug Darby
Mike Davis
Tony Neesham
George Skinner
Liz Smith

University of Manchester Research Team.

SECTION ONE

1.   Surname:
   Other names:

2.   **Circle** the appropriate response:
   Course: Primary PGCE   Secondary PGCE

3.   (Secondary only) **Circle** the appropriate response:
   Specialist teaching subject:
               Design Technology
               Economics and Business Studies
               English
               Information and Communications Technology
               Mathematics
               Modern Foreign Languages
               Science

   (Primary only) **State** your Specialist Teaching subject _____

For items 4 - 7 **circle** the appropriate response(s):

4.   Gender: Male   Female

5.   Age range: 21 – 26   27 – 32   33 – 38   39+

6.   Qualifications: BA   BSc   BEng
                      MA   MSc   MEng
                      PhD   other (please specify)_____

7.   How would you describe yourself:
         White   Black Caribbean   Black African
         Black other   Indian   Pakistani
         Bangladeshi   Chinese   East African Asian
         Asian other   Other (please specify) _____

8.   **List** the languages you speak fluently _____

9.   **Circle** all those words which provide the best description of the type of
   secondary school you attended (if you attended more than one secondary
   school provide information concerning the one you spent most at)

   comprehensive   secondary modern   grammar
                state   private
                single sex   mixed sex
                multicultural   monocultural

10.   **Circle** the number which, you believe, represents the percentage of your secondary school population who were from ethnic minority groups:

0   1-10   11-20   21-30   30+

11.   **Circle** all those words which provide the best description of the type of school you wish to teach in:

primary infant   primary junior   middle
comprehensive   secondary modern grammar   post 16
state   private
single sex   mixed sex
multicultural   monocultural

12.   **State** your:

Place of birth (Town and Country only)

_____

Permanent address (Town and Country only)

_____

Place where you attended school (Town and Country only)

_____

13.   Give details about any courses attended or qualifications gained with a substantial element related to cultural diversity:

14.   Have you lived, worked or studied abroad? If so, give details below:

15.   In the UK have you worked/socialised/played sports with people from different racial and cultural backgrounds? If so, give details below:

For items 16 - 18 **circle** the appropriate response.

Item	Question	Never	Sometimes	Often	Very Often
16.	Do you use email to communicate with teachers and tutors about your studies?				
17.	Do you use email to communicate with other students about your studies?				
18.	Do you use the Internet to search the web for information for your studies?				

SECTION TWO

Circle the answer you think is correct, from the list given, to questions 19-21

19.   The total population (in millions) of the UK is approximately:

   45   55   60   65   75

20.   The percentage of the total population who identify themselves as belonging to
   The main ethnic groups is:

   56   36   26   16   6

21.   The largest ethnic minority group in the UK is:

   Black Caribbean   Pakistani   Indian   Chinese   Bangladeshi

22.   **Complete** the table below:

Ethnic group	Main languages of country of origin	Main religions	One important festival celebrated
White			
Black Caribbean			
Black African			
Indian			
Pakistani			
Bangladeshi			
Chinese			

23.   For each of the categories given below, **name** a member of an ethnic minority
   group who is a well known:

   a) artist   _____
   b) educationalist   _____
   c) entertainer   _____
   d) historian   _____
   e) industrialist   _____
   f) mathematician   _____
   g) politician/world leader   _____
   h) religious leader   _____
   i) scientist   _____
   j) sportsman/sportswoman   _____

24.　　What is the CRE and what is its function? **Give details** below:

25.　　　What is the Race Relations Act,1976, and what was it intended to achieve? **Give details** below:

For each of the items 26 - 40 **tick** the statement that best describes how confident you feel in relation to your:

Issue	Degree of Confidence			
	Very confident	**Confident**	**Some confidence**	**Not confident**
26. Knowledge about racial and cultural diversity in the UK				
27. Knowledge of national legislation and LEA policies related to equality and multiculturalism				
28. Knowledge related to teaching students for whom English is a second language				
29. Knowledge of cultural and racial bias within the school curriculum				
30. Knowledge of strategies for addressing cultural and racial bias within the school curriculum				
31. Knowledge about the educational impact of racism and prejudice				
32. Knowledge of teaching strategies to combat racism and prejudice				
33. Knowledge about the nature and origins of prejudice and racism				
34. Knowledge about issues related to bias in testing				
35. Knowledge about the development of appropriate assessment practices for culturally diverse student populations				
36. Knowledge about the importance of parental and community involvement in education				
37. Knowledge of strategies to involve all parents in student learning				
38. Knowledge about working with teachers, parents, and others as an educational team				
39. Knowledge about the meaning of institutional racism in education				
40. Knowledge of the professional and ethical responsibilities of a teacher in a multi-cultural teaching environment				

SECTION THREE

For each of the items 41 - 60 **tick** the box that best describes how you feel in relation to each of the following:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41. Minority groups should be encouraged to retain their 'native' languages and cultural traditions					
42. Schools ought to support the retention of minority languages through the necessary provision within the timetable					
43. Schools ought at least to support minority language retention through extra-curricular provision					
44. If communities wish to retain their languages and cultures, they should provide the necessary training for their youngsters through community-based provision					
45. If minority students are to do well in the education system in the UK, it is important that they master English.					
46. The provision of bilingual support would help young ethnic minority children make the transition from home to school and help them to get off to a good start in their education					
47. Teachers should treat minority students just like any other students in school.					
48. There should be no special concessions made on school rules, especially on dress and uniform to minority youngsters.					
49. Religious education should not be taught in schools. It is up to individual families to provide for the religious needs and education of their children					
50. Legislation in the UK has meant that today all people have an equal chance of being successful in the UK, regardless of their racial, cultural, religious and ethnic backgrounds					
51. British society would be better off if all people ignored their different racial and ethnic backgrounds as soon as possible					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

52. Minority communities are discriminated against in British society and institutions					
53. Racism is not a serious problem in the UK					
54. It is important to have government legislation forbidding racism					
55. Society's institutions need to change so that they better reflect diversity.					
56. Racism is a major problem for students in schools today					
57. All students should have a fair chance to succeed in their education, regardless of their backgrounds					
58. Schools ought to be effective in addressing the educational needs of minority students					
59. It is important that the teaching profession represents the racial, cultural and linguistic diversity of society					
60. Schools should seek to develop students' appreciation of racial and cultural diversity					

Please make any additional comments below:

Thank you for completing this survey. We hope that the information you have provided would enable higher education institutions across Europe to improve the cross cultural training of teachers.

The next phase of the project is concerned with increasing the understanding and awareness of cultural diversity amongst trainee teachers. About thirty secondary trainee teachers will be requested to be part of the experimental group. These trainee teachers will be required to provide information about cross-cultural interactions during school experiences. They will share information and experiences via the Internet with trainee teachers from the other European countries and the materials produced will form part of a web-site. Those trainee teachers carrying out this work will submit this as their assessed **'Research Assignment'**. **(Please note however that this phase is totally separate from the survey. Information from the survey will not form any part of assessment.)** If you wish to be considered for this next phase of the project please indicate this below:

I wish/do not wish to be considered for the next phase of the project.